

# Renmark Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Renmark Primary School Number: 376

Partnership: Renmark Loxton

**Name of School Principal:**

Lyn Bretag

**Name of Governing Council Chair:**

Britnie Hocking

**Date of Endorsement:**

5-Mar-2018

## School Context and Highlights

Renmark Primary School is situated in the Renmark township in the rural Riverland region, 254 km northeast of Adelaide. A range of opportunities exist within and outside of school for young people including sport, Scouts and the Arts. Multi-layered and varying levels of disadvantage impact access for many. Teaching and learning is through a social justice and equity lens, also embedding these understandings in students, families and community.

Average enrolments have remained reasonably stable 2015 – 2017. The average enrolment for 2017 was 335 students; 14 classes with 19.4 teachers, 3 senior staff and 20 ancillary staff members. Our rich and diverse community and student cohort comprises 17% Aboriginal, 17% from non-English speaking backgrounds, 52% School Card and 15% students with a disability.

Renmark Primary School aspires to provide a quality education for every child through highly effective academic, social and emotional teaching and learning, in partnership with parents, students and the broader community. All children can learn and progress well, are rich in potential and demonstrate their learning in many ways. An ongoing collaborative professional learning program around pedagogy, curriculum and wellbeing, and explicit improvement strategies support our aspirations.

The school values of RESPECT, EXCELLENCE, SELF-RESPECT and TRUST, a growth mindset focus and goal setting also prepare students for their future. Our focus on these has certainly contributed to improved engagement and improved learning outcomes for many students as per key data i.e. NAPLAN, Engagement and Wellbeing survey, Progress Achievement Testing (Reading and Maths).

Student learning goals are collaboratively developed through a shared understanding of each student's achievement, where to next and how to get there. Agreed whole school approaches create a safe and engaging learning environment where high levels of challenge and appropriate support allows all students to progress well.

Learning outside of the school is highly valued. During term 3, a group of year 4/5 students connected to dementia patients in a local aged care facility to enjoy storytelling, dance and music through Spinback. Collaboration between the school, Country Arts SA, Flinders University School of Medicine and parents has significantly impacted all involved; this connection will continue in 2018.

I most sincerely thank the school community for their commitment and ongoing support.

## Governing Council Report

Renmark Primary School 2017 Governing Council discussed:

- Nature play – plans in place, awaiting the tender process. Completion by end 2018.
- Site improvement plan supported.
- Sensory room – plans to convert an older room in the upper primary building into a Sensory room to aid students with sensory needs. Created to support students, giving them time in this space to calm and develop self-management strategies, improving learning for them and their peers.
- NAPLAN – following NAPLAN data release, we discussed ways in which we can assist students in all elements of NAPLAN throughout the years to ensure improvement throughout their school career.
- Pupil free days – Governing Council approved four Pupil Free Days to facilitate staff training and development, Mindfulness for staff (29/3), Corwin Visible Learning (9/6) and Partnership moderation/Maths (11/9 and 10/11).
- Numeracy Focus– especially in the lower primary levels, through Secret Code and explicit teaching.
- Literacy Focus– reading, writing and spelling. Using visible learning strategies, including student goal setting
- Visible learning – teaching students to set goals and outlining strategies to achieve their goals. It gives them the ability to refocus if they get off track; they can step back and assess their own learning.
- Attendance is fairly static at just under 90% – aiming to be above 90%. This is very important as the attendance and punctuality is paramount to learning and positive attitudes towards school.
- Staff achievements - Martine Turnbull achieved national certification as a Highly Accomplished Teacher, and was appointed as a HAT teacher at our school - a prestigious appointment. We are very proud and excited that Martine attained this.
- Boys' group was successful – run by Martine Turnbull and Daniel Giles, the Boys' group explored learning in alternative settings to positively impact their learning outcomes.
- Spin back – Arts/Research project in collaboration with Flinders University School of Medicine and Country Arts SA, in term 2. 13 students and ten dementia residents from the Renmark-Paringa Aged Care facility connected through music.
- SAPSASA - congratulations and appreciation of our sporting students who represented RPS outstandingly.
- Site works - new carpet, vinyl, external painting and proposed light replacements to be more energy efficient
- Recruiting for GC - actively seeking new members, encouraging parent participation

Britnie Hocking  
Chairperson

## Improvement Planning and Outcomes

### Spelling Targets:

Reception: 80% students at/above SPATR(phonological awareness) benchmark. Progress: 65% at/above SPATR benchmark.  
Years 3-7: 70% students at or above SEA (Standard of Educational Achievement) in PAT-Spelling. Progress: 84% year 6 students achieved SEA PAT-Spelling, an average of 50% year 3-5 and 7 students achieved SEA PAT-Spelling.

### Reading Targets:

Year 1: 20% students below reading level 10. Progress: 27% below reading level 10.  
60% students at/above reading level 16. Progress 53% achieved at/above reading level 16.  
Year 2: 10% students below reading level 15. Progress: 17% below level 15.  
75% students at/above reading level 21. Progress: 69% at/above level 21.  
Year 3: 55% students at/above Band 3 (SEA). Progress: 71.4% at/above Band 3.  
6% students in Bands 4&5 (high bands). Progress: 16.7% in high bands.  
Year 5: 70% students at/above Band 5 (SEA). Progress: 38.9% at/above Band 5.  
20% students in Bands 6&7 (High bands). Progress: 8.3% in high bands.  
Year 7: 65% students at/above Band 6 (SEA). Progress: 54.5% at/above Band 6.  
5% students in Bands 7&8 (high bands). Progress: 0% in high bands.

### Numeracy Targets - NAPLAN:

Year 3: 65% students at/above Band 3 (SEA). Progress: 56.1% at/above Band 3.  
10% students in Bands 4&5 (high bands). Progress: 15% in high bands.  
Year 5: 55% students at/above Band 5(SEA). Progress: 33.3% at/above SEA.  
7% students in Bands 6&7 (high bands). Progress: 0% in high bands.  
Year 7: 70% students at/above Band 6 (SEA). Progress: 47.7% at/above SEA.  
7% students in Bands 7&8(high bands). Progress: 6.8% in high bands.

### Social and Emotional Learning:

Targets: 93% attendance rate. Progress: 88.2%. See Attendance comment.  
100% students have a 5 point scale. Achieved.  
20% reduction in student violence. No decrease however incidents are mainly limited to several students and of lower intensity.

Whole school processes and agreements developed with and in consultation with staff, students and families, support improved teaching and learning. Collaborative teaching and learning design, common assessments, moderation and sharing highly effective practice are key. Staff professional learning supporting the site priorities is essential; a yearly PD and team schedule provides infrastructure in this. Staff indicate where they'd like more support to inform PD planning.

Teachers adhere to a termly data schedule, updating the Scorelink data base and data wall every 5 weeks.

Our ongoing foci on every learner's progress, Growth Mindset, non negotiable Visible Learning strategies of Learning Intentions and Success Criteria, a 5 point scale for every child to assist self-regulation and a restorative approach to conflict are invaluable. In 2018 an explicit focus (Curiosity, Persistence and Self-management) will enhance Learner Dispositions. Our SIP is reviewed termly, staff consulted to identify areas of strength and for further support, team meeting minutes provide leaders with reflective and valuable input into planning.

Peer Coaching and a rigorous Performance and Development cycle have accelerated the deprivatisation of teacher practice which will be further enhanced in 2018. Our Governing Council is kept up to date through regular sharing of key priorities ie. Visible Learning, Literacy, Numeracy and feedback and ideas from GC /the community is welcomed. We will actively seek to strengthen parent engagement in 2018.

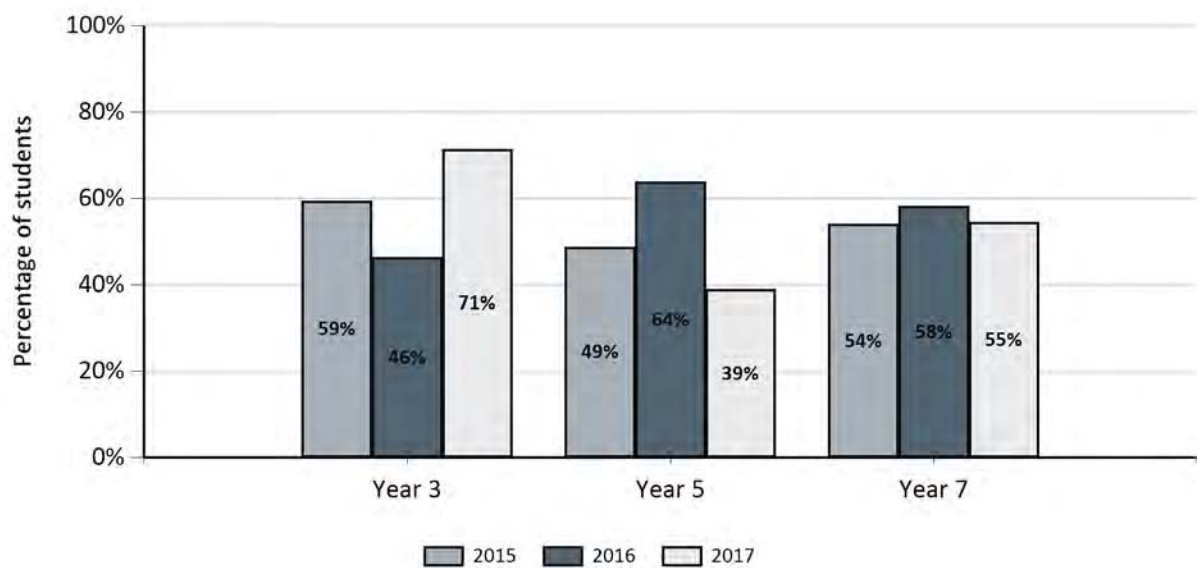
Staff, students and families inform teaching, learning and improvement agendas. The four directions within the 2015 ESR underpin our SIP; we are progressing well in all areas.

## 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.

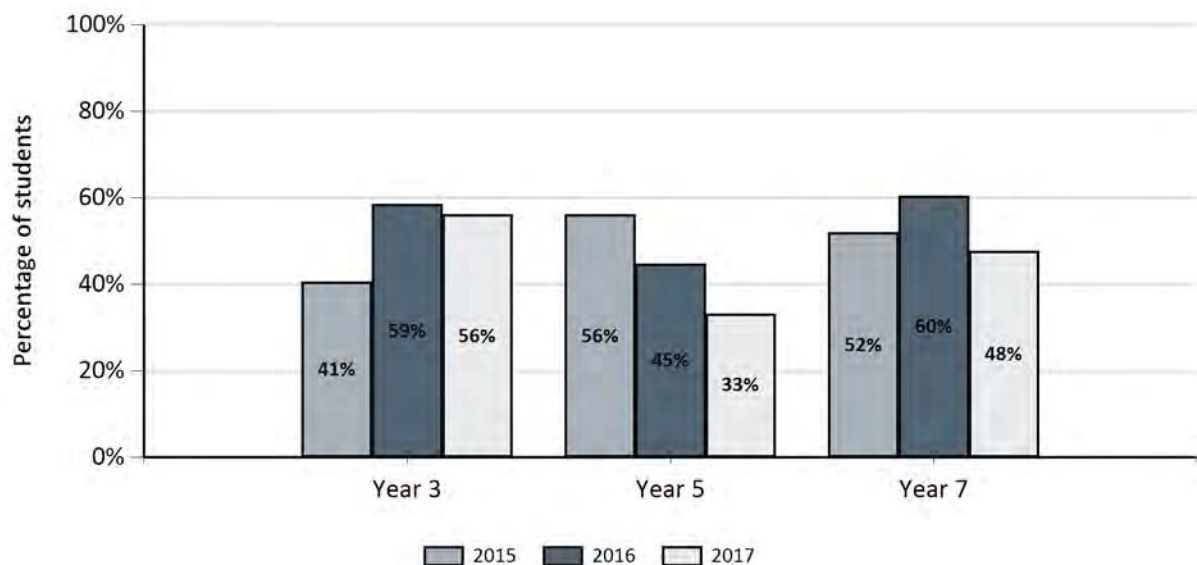
#### Reading



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 5-7	Year 3-5	State (average)
Upper progress group	21%	4%	25%
Middle progress group	38%	54%	50%
Lower progress group	41%	42%	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	4%	13%	25%
Middle progress group	32%	33%	50%
Lower progress group	64%	55%	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	42	41	7	6	17%	15%
Year 3 2015-17 Average	40.0	39.7	5.3	3.3	13%	8%
Year 5 2017	36	36	3	0	8%	0%
Year 5 2015-17 Average	41.3	41.3	6.7	3.0	16%	7%
Year 7 2017	44	44	0	3	0%	7%
Year 7 2015-17 Average	45.7	45.7	2.7	2.7	6%	6%

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

Oral Language skills are an essential precursor to reading. A significant percentage of students are behind when they start school. Oral Language is intentionally developed in many ways including through Play for Learning, explicit levels of questioning and vocabulary development. Learning to read and reading to learn (comprehension skills) are high priorities.

2015-2017 Running Record data shows steady improvement in the % of year 1 and 2 students achieving SEA which has translated into continuous year 3 improvement, with 71% students achieving SEA in 2017. We are not yet seeing that upward trajectory in year 5; I expect to see a higher % year 5 students at/above SEA from now on due to improved R-3 achievement. In 2018 in time literacy coaching will support improved pedagogy and outcomes in reading and writing . Teachers use a range of data to ascertain where students are at, where to next and how to get there. A intensified focus in 2018 on student goal setting, Visible Learning strategies and Learner dispositions will achieve improved Literacy and Numeracy outcomes for every student.

Year 7 NAPLaN reading data shows that 55% students achieved SEA, 0% achieved in high bands. The above strategies and a range of Wave 1-3 Inclusion strategies focused on individual students will support improvement. An increased focus on task design especially including high levels of challenge, should see a higher % students in high NAPLaN bands. Students applying new skills and knowledge to a new context - the successful transference of skills indicates and "A" or "B" achievement. We will work to ensure a higher percentage of students are making middle to upper progress and reduce the % students making low progress between NAPLaN tests.

Data indicates that we must look deeply at year 3-7 pedagogy; the achievement dip in happens mainly in year 3-5. Explicit teaching and understanding best practice to particularly support a group of students for whom self-management is difficult, are key. When students disrupt teaching and learning, progress is impacted. In 2018, a Sensory Room will operate to support such students more effectively.

Numeracy data; year 3 NAPLaN data shows that 56% students achieved SEA, 33% in year 5 and 48% in year 7. PAT-Maths data shows 53% year 2, 47% year 3, 62% year 4, 55% year 5, 73% year 5 and 37% year 7s made at least a year's growth. Our data indicates much explicit work to be done in Numeracy across all year levels.

PAT-Reading data indicates 71% year 2, 60% year 3, 65% year 4, 63% year 5, 41% year 6 and 36% year 7 students made at least a year's growth, many making two or more year's growth as per Effect Size tool.

ATSI and EALD students continue to receive extra support including through EALD, APAS tutoring.

Explicit work on Learning Intentions and Success Criteria, Growth Mindset and Learner dispositions will accelerate student progress; this is an area of ongoing development for staff.

Our 2018 targets and strategies will be set to improve Reading, Writing, Numeracy/Number and Social and Emotional skills.

## Attendance

Year level	2014	2015	2016	2017
Reception	89.3%	89.5%	88.9%	88.3%
Year 1	86.1%	89.7%	87.3%	88.2%
Year 2	88.3%	87.3%	91.2%	87.2%
Year 3	86.4%	88.9%	88.0%	88.5%
Year 4	91.7%	91.2%	87.6%	86.5%
Year 5	90.3%	91.6%	91.6%	88.7%
Year 6	90.4%	90.7%	88.8%	90.8%
Year 7	89.9%	86.7%	88.9%	87.8%
Primary Other	70.8%			
Total	89.1%	89.4%	89.1%	88.2%

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

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



## Attendance Comment

Non attendance is addressed as per our Attendance Process document. The majority of parents/caregivers contact the school on the day of the absence. Class teachers make contact if a student is DU after two days. The Student Wellbeing Leader and/or ACEO phone and do home visits to follow up. Senior staff become involved if these strategies are unsuccessful. The Attendance and Wellbeing Officer manages referrals and provides advice; the Child Wellbeing Practitioner also supports attendance within her role supporting families. Referrals to CAHMS, Headspace are made at times i.e. for anxiety.

## Behaviour Management Comment

A Student Review team (Principal, ACEO, Student Wellbeing Leader) meets fortnightly to monitor students at risk including for behaviour. A clear "Behaviour Learning Process" document informs all stakeholders of their expected responsibilities and proactive strategies. Recent and regular SMART PD, an understanding of the varying needs of highly complex students and levels of support available assist

Positive communication with parents and supportive behaviour plans are developed at various levels and are generally very successful. Suspensions occur for intentional violence or high levels of ongoing disruption and abuse/non compliance. We always look carefully at intent because that can determine the consequence and course of action.

## Client Opinion Summary

Parent Survey/10 Respondents: Over 90% parents agreed/strongly agreed that teachers expect students to do their best, they can talk to teachers about concerns, felt that students are provided with valuable feedback about their work, and motivate their child to learn, and felt the school is well maintained. 10% parents felt their child doesn't feel safe at school, this being the highest area of concern. "Our child has only been here for 3 terms but we are very happy with the school and how we have been welcomed. Our son is thriving at the school and genuinely loves attending school. VERY HAPPY." a very positive comment from a new parent.

Student Survey/147 Respondents: Over 90% students felt that teachers expect them to do their best, provide valuable feedback about their work, they can talk to their teachers about concerns, the school looks for ways to improve, take student opinions seriously and motivate students to learn. 14% students felt that behaviour isn't well managed. "You are helpful and you are all there for us." - student comment.

Staff Survey/39 Respondents: Over 90% staff feel that teachers expect students to do their best, provide valuable feedback to students about their work, that parents can talk to them about their concerns and the school looks for ways to improve. 16% staff feel that students don't feel safe at school and 31% staff feel that behaviour isn't well managed at school. "this term I think the behaviour of students has improved by leadership".

Clearly the school is meeting most expectations and needs of all stakeholders very well, especially in those related to student learning. This is very pleasing as it is our core work and we work strategically to improve outcomes for every student. We understand that rigour and 100% commitment by everyone is required.

Managing behaviour is very complex because the actual reasons for much behaviour is very complex. We certainly take all aspects into consideration, including what the students who are disrupting, need. Issues outside of the school impact significantly - trauma, family issues etc so we are most successful when parents/caregivers and often support agencies work together. Most ongoing behaviour issues can be attributed to 8-10 students, and over time most settle. Intense work on their 5 point scale and with support from the Student Wellbeing Leader helps.

We want every student to feel safe at school and to this end we seek ways to better support all students.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	12	12.8%
Other	1	1.1%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	4.3%
Transfer to SA Govt School	75	79.8%
Unknown	2	2.1%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

All DECD processes are followed. Our processes include clear roles for front office staff in clarifying the volunteer role, providing information and seeking 100points of identification. The principal also sites all required documents and verifies on line applications. Once approved, an induction occurs as per our induction guidelines and then volunteers can begin. Confidentiality and understanding protocols are very important and discussed before volunteering begins.



## 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	52
Post Graduate Qualifications	5

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	1.0	21.0	1.7	12.3
Persons	1	25	2	19

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

## Financial Statement

Funding Source	Amount
Grants: State	\$3887636.62
Grants: Commonwealth	\$22,500
Parent Contributions	\$86,007.46
Fund Raising	NIL
Other	NIL

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	0.3 Boys' Group facilitated by a teacher, provided an alternative curriculum 0.3 for 11 yr 3-7 boys identified at risk due to low levels of self-management and high levels of documented disruptive behaviour/suspensions.	boys returned to 1.0 in their class by term 1, supported by the Boy's Gp teacher
	Improved Outcomes for Students with an Additional Language or Dialect	A range of EALD support, site funded up to 1.0, terms 2-4, 1:1, small group and in class as negotiated with the teacher. Literacy focus esp understanding context	Language and Lit level progress inconsistent. Reviewing support strategies.
	Improved Outcomes for Students with Disabilities	All students received their allocated levels, 1:1 support. Overall, they engaged well in class with a differentiated curriculum.	Pleasing achievement towards individual goals as per NEPs.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Funding supported visiting performances - no cost to families,(the ARTS), a group of Aboriginal students, teacher, ACEO and AET to attend two day Inaugural STEM/Maths conference in Adelaide in November. Several ATSI students attended further STEM workshops at Karoonda. ACEO supports improved attendance, arranges Hearing Assessments, manages Learning conversations that contribute to ATSI ILPs. AET develops whole school practice around Aboriginal perspectives, events, resources, small groups ie. Reading. Punjabi lessons once a week with a bilingual SSO who also supports families as required, especially new.	All strategies support attendance and engagement, Reading: ATSI- 62.5% yr 3, 25% yr 5, 25% yr 7 at/above SEA.  Continued support required.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum	Staff PD and resources.	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	30 students on MultiLit, MiniLit 30 students on Symphony Maths/Too Smart - inclusion strategies provided by a teacher and SSOs. 0.3 teacher for Boy's Group	23 students progressed well, 7 still at critical level.
	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	1.0 allocation - engagement, wellbeing issues, in class, small groups, 1:1. Works with Pastoral Care Worker and Child Wellbeing Practitioner to support students and risk. Manages various wellbeing programs and staff PD.	All staff SMART trained, school Wiki for resources, referrals to other agencies.