



Renmark Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Renmark Primary School Number: 376

Partnership: Renmark

Name of School Principal:

Lyn Bretag

Name of Governing Council Chair:

Kylie Demtchuk

Date of Endorsement:

27 February 2017

School Context and Highlights

Renmark Primary School (RPS) has a high quality, dedicated staff. We believe that all children are competent, rich in potential and can demonstrate their progress in many ways. At RPS our students set their own learning goals based on their progress and evidence provided by the teachers. This approach means everyone is on the same page regarding where a student is at with their learning and what the next step for them is.

RPS is Category 2 school as per the Index of Educational Disadvantage. We have 14 classes and an average enrolment of 355 students, which has remained steady since 2013. Low socioeconomic status and disadvantage impact many of our students and families. Our student cohort comprises of 16% Aboriginal students, 17% from non-English speaking backgrounds, 52% School Card and 13% students with a disability.

In 2016 we remained committed to delivering a curriculum that fosters inquiry, creativity and curiosity for all learners. Throughout the year we sought opportunities that engage children within and beyond the school environment. We encourage every child at RPS to become an independent learner through learning how to learn, developing planning and communication skills all while interacting successfully with others.

Our school values combined with a growth mindset and goal setting is so important to help prepare our students for what lies ahead. We have seen an improvement in the mindset of students over the past few years. At RPS students have greater resilience and the willingness to give things a go. We see more optimism and self regulation, which has resulted in non-violent conflict resolution and demonstration of care for each other. I am proud to say we have progressed enormously in these areas and want to thank staff, students and families for all their efforts.

RPS was showcased at a state level and on the national stage this year. Mrs Andrea Lindner was a finalist in the SA Excellence in Public Education Awards. I am proud of her achievements in teaching and of our environment which has helped to nurture such high quality educators. One of our students Aizaz Irfan won the national STEM Video Game Challenge from more than 2000 entries in the Year 5-8 Gamestar Mechanic category.

I am so proud of the school community. As the school year drew to a close, I can genuinely say that we left no stone unturned in looking into each student's learning. Everyone was committed to providing the best learning environment for our students.

Governing Council Report

Our team:

Kylie Demtchuk - Chairperson & OSHC PAC Representative
 Lyn Bretag - RPS Principal & Grounds Committee Representative
 Brenda Pfitzner - Secretary & RPS Staff Representative
 Sharon Letton - Councilor Deputy Chairperson
 Britnie Hocking - Parent Group Representative
 Amanda Theil - Fundraising Representative
 Ryan Diepground - Community Representative
 Biljana Elliot - Community Representative

A Number of Highlights, achievements and key decisions for the year were:

- The continuing success of Growth Mindset across our school community
- Ongoing School grounds improvements, continuing on into 2017
- Moving forward with Nature Play area
- Renmark Partnerships Branding Event
- Finalist in the SA Excellence in Public Education awards
- Ongoing success of School Facebook site being utilised by many of our families
- Successful sports days, Year 7 leaderships days, Transition of Reception and Year 7's , Science, Maths, English & IT competitions, Let's Celebrate concerts and assemblies
- Our very successful Parent Group providing special lunches and activities
- Pupil free days
- Monthly reports from affiliated committees and teachers – reporting on events, progress and success across many levels of our school

Thank you to everyone for their support this year. We are all very proud of our school community.

Kylie Demtchuk
 Governing School Council Chairperson

Improvement Planning and Outcomes

In the 2015 Annual Report we looked at building a strong future for our children. We said we would focus on individual learning needs through evidence based planning and continue to build growth mindsets in learners. We achieved this in 2016. Our Robotics and Technology program in the Year 6/7 is just one example of how our students are willing to have a go at new things.

We also said we would focus on:

Building student resilience and leadership, being mindful of transition points in our school, in particular for our Aboriginal students - Achieved. Create spelling curriculum agreements for assessment and differentiated learning for individual children - Achieved. Increase daily practice of independent writing - Achieved. Strengthen inferencing skills in reading - Achieved

Literacy

An ongoing goal for our school is to build capability in students to interpret and use language confidently. Improved language skills will assist children in their learning, communicating in and out of school and to participate in society effectively. I'm proud to report that we achieved our goals in this area. Our work was even showcased in a short video on the DECD website where children explained how they work collaboratively with great optimism.

RPS Literacy Goals:

Oral language and vocabulary development is a key focus in classrooms - Achieved. Structured and intentional play based learning - Achieved. Increase student talk time - Achieved. More sharing and reflecting - Achieved. The 'Big 6 in Reading - Ongoing. Daily 5 / Literacy Cafe - Achieved. We use teacher and student rubrics to assess student writing - Achieved. Explicit literacy teaching of at least 100 minutes per day - Achieved. Staff collaborating and moderating student writing - Achieved

Numeracy

At Renmark Primary School we want our students to recognise and understand the role of mathematics in the world. We want to foster within students the disposition and capacity to use mathematical knowledge and skills purposefully.

To achieve this we insisted that every teacher must teach numeracy activities that included authentic problem solving and chances for children to 'apply' their knowledge. Our 2016 Mathematics Fair organised by the Year 4/5 classes was a terrific example of this. All classes booked in and shared in the problem solving.

RPS Numeracy Goals -

Teachers implement a three-part numeracy block involving mental routine, problematisation/skill development and reflection - Achieved. Teachers use common planning templates - Achieved. The 'Natural Maths Secret Code' is explicitly taught and displayed in each class - Achieved. The STAR model and a range of problem solving strategies are explicitly taught - Achieved

Well-being

It is vital that young people develop personal and social capability as they learn. This helps them to understand themselves and others better. It also helps them to manage their relationships, lives, work and learning more effectively.

To assist our students in developing their personal capability we established a range of programs and practices where children can recognise and regulate emotions, develop empathy for others and make responsible decisions. We also had a bias towards activities that enabled children to work effectively in teams, handle challenging situations constructively and develop leadership skills.

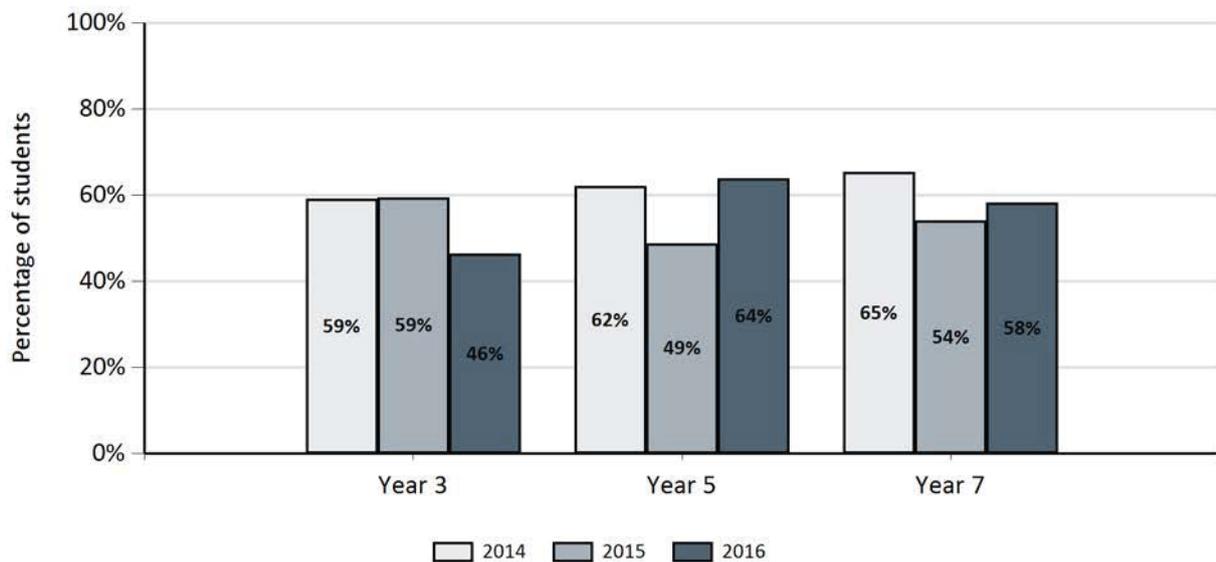
We achieved our well-being goals this year. Our Peer Mediators, Student Leadership Team and Play at Lunchtime Leaders are wonderful examples of how we work together to harmonise the school.

Performance Summary

NAPLAN Proficiency

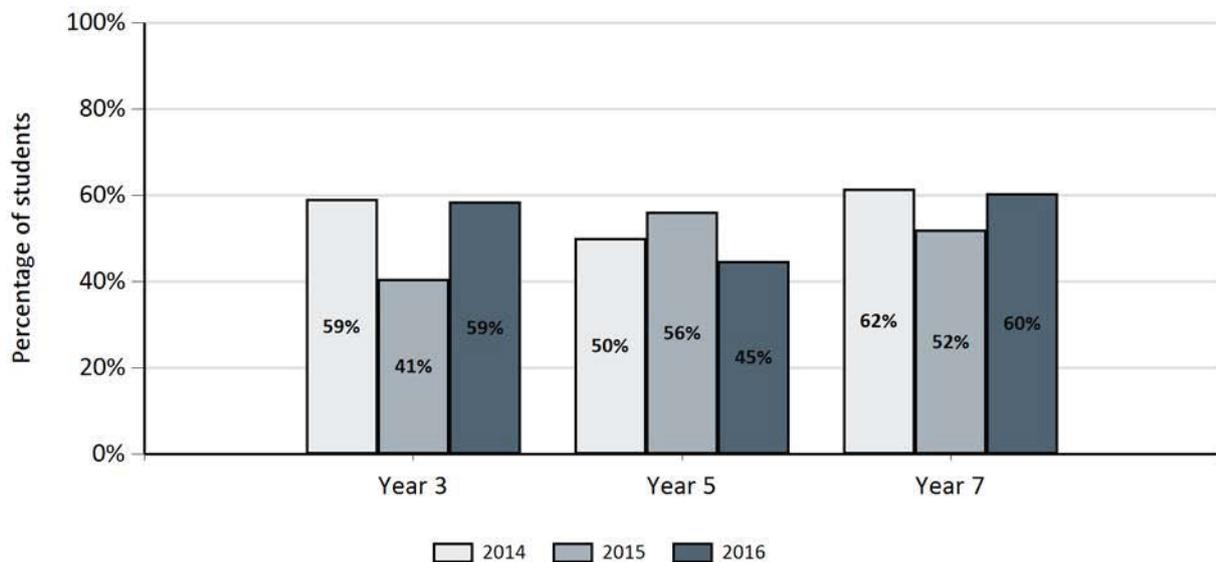
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	22%	26%	25%
Middle progress group	50%	68%	50%
Upper progress group	28%	5%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	33%	25%	25%
Middle progress group	44%	60%	50%
Upper progress group	22%	15%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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		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 2016	41	41	6	4	15%	10%
Year 3 2014-16 Average	40.7	40.7	6.0	4.0	15%	10%
Year 5 2016	47	47	13	6	28%	13%
Year 5 2014-16 Average	46.0	46.0	7.7	4.3	17%	9%
Year 7 2016	43	43	5	4	12%	9%
Year 7 2014-16 Average	48.3	48.3	5.0	3.0	10%	6%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

Literacy skills are a vital component of life and at Renmark Primary School we want to improve everyone's reading and writing! We have taken an individualised approach to literacy and we are proud of our progress. We know students begin their learning from a range of starting points. Understanding each student's starting point is vital and particularly important for us as we have many students transition into our school throughout each term.

To ensure all students have a strong beginning, we work on a child's awareness of speech sounds in simple and complex words. This assists in the spelling of unfamiliar and new words.

We expect that literacy activities in every classroom expand the vocabulary of students while improving fluency and comprehension. Our commitment to this has seen our students using more sophisticated words in their writing every day. As a school we have adopted strategies such as MiniLit, R-7 THRASS, Words their Way, Daily 5 Literacy Café and explicit teaching of Spelling/Reading/Writing to help develop a clear set of expectations for each class. We are maintaining a consistent approach to literacy across the school.

We have a comprehensive approach for students who are achieving below the DECD Standard of Educational Achievement (SEA). Our highly trained SSOs support these students and we are seeing progress.

A focus area for RPS is developing our teacher's skills in Mathematics. To do this every teacher is working with a Teaching and Learning Coordinator to plan lessons, be observed whilst teaching and receive feedback. We know that better teachers create tailored learning activities and over time better results for individuals.

NAPLAN is one of the measures we use to identify the progress of each student at our school. Our results for 2016 were overall positive but as always, we have further work to do.

The NAPLAN data shows that approximately 6 out of 10 students at our school reach the DECD Standard of Educational Achievement (SEA). This year we saw decreases for our Year 3 Reading and Year 5 Numeracy achievements. We have analysed these results carefully and decided on strategies for our Junior Primary classes leading up to Year 3. Our approach to Numeracy will be further strengthened in the middle primary in light of our Year 5 results.

Of course our aim is always to help our students achieve better NAPLAN results but we also place enormous focus on providing individual programs that meet the learning needs of our students. I am proud of the individualised learning we provide for our high number of students identified with a learning disability.

The 2016 NAPLAN results revealed that our students attain the top 2 skill bands in reading more than numeracy. For example, over a three year average across Years 3, 5 and 7, the number of students achieving the top two skill bands in reading is nearly double that of numeracy. This information was surprising and we have already placed a greater emphasis on Numeracy for the next few years.

Attendance

Year level	2014	2015	2016
Reception	89.3%	89.5%	88.9%
Year 01	86.1%	89.7%	87.3%
Year 02	88.3%	87.3%	91.2%
Year 03	86.4%	88.9%	88.0%
Year 04	91.7%	91.2%	87.6%
Year 05	90.3%	91.6%	91.6%
Year 06	90.4%	90.7%	88.8%
Year 07	89.9%	86.7%	88.9%
Primary Other	51.3%		
Total	89.1%	89.4%	89.1%

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

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

Attendance Comment

Attending school regularly is vital for each individual to progress commensurate with their chronological age. We are proud of our work with parents and the systems we have in place at Renmark Primary School. Our attendance rate has remained steady at 89% for the past three years.

Our focus in 2017 is to improve attendance in our Junior Primary classes. We will aim to personalise school attendance and help parents prepare their children for school. We have found that our Facebook page is the best medium to pass on important information and will continue to use this method in 2017.

Behaviour Management Comment

We aim to make every student feel special at Renmark Primary. This approach has helped improve our school culture and reduce behaviour management concerns. We are making progress and will continue to make improvements in this area.

We continued to see a downward trend in the number of bullying and violent incidents. We have adopted a culture of report and resolve towards all bullying incidents.

In 2017 we will continue to manage incidents quickly and work to understand the story behind each incident. We will also work to build each student's capacity and confidence to raise concerns. Our score in the student survey for this area was lower than we would have liked.

Client Opinion Summary

At Renmark Primary School we always are looking to be better at what we do. Our annual client opinion surveys provide valuable feedback from staff, students and parents which helps us determine improvement priorities for the year ahead.

In 2016 our staff survey revealed that 88% of staff believe the student's learning needs are being met at RPS. This is indicative of work this year and shows that we are responsive to what a child needs to progress their learning. Out of a possible 5, our three highest scores were: 'Teachers expect children to do their best' (4.6), 'The school looks to improve' (4.6) and 'The school is well maintained' (4.5).

The highest result from the student survey was 'My teacher expects me to do my best' which is extremely positive (4.5 out of 5). This is indicative of the shift in our school culture over the past few years. We have developed RPS into a school where students are encouraged through an individual approach to learning.

It is also very pleasing to report that students also note that the school is always looking to improve (4.1). Other positive results include 'I like being at the school' (3.9), 'I believe teachers motivate me to learn' (4.2) and 'I am given interesting things to do' (3.9).

Results from the student survey indicate that we need to improve our management of the few children who display extreme behaviour. We also need to develop more opportunities for students to provide an opinion about improvement measures and what they do each day.

The most outstanding aspect of the 2016 Parent Survey is that from 14 questions, measured on a scale of 0 to 5, 13 questions received a score above 4. This is extremely encouraging. The highest score for the survey was in response to the question 'I can talk to my child's teacher about my concerns' (4.7).

Other highlights from the parent survey, 'The school is well maintained' (4.4) and 'Children feel safe at the school' (4.3). Data from the parent survey also correlated with the high result from the student survey regarding the question 'Teachers at the school expect their child to do their best' (4.5).

Parents agreed with the students that our extreme behavioural issues are disruptive to others.

The overwhelming feedback from the parent survey is that many parents believe their child is making good progress at Renmark Primary School (4.2). This is feedback and evidence that our efforts are paying off for students and their families.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	7	7.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	2.1%
Transfer to SA Govt School	85	87.6%
Unknown	3	3.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

It is our intention to always maintain a safe and secure environment. Therefore we screen all volunteers and casual staff. We comply with all regulations in this regard.

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	45
Post Graduate Qualifications	5

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	22.8	0.9	15.2
Persons	1	25	1	23

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$3,863,914.62
Grants: Commonwealth	\$30,200.00
Parent Contributions	\$69,382.50
Fund Raising	NIL
Other	NIL

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

2016 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 2016 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	ICAN Case Management for 9 students. SSO support for JP classes and individual students to support students with high SEL needs. Term 1 Learning Support class for students at risk of disengaging.	Strong engagement with families, improved attendance.
	Improved Outcomes for Students with an Additional Language or Dialect	Small group, 1:1 student support, in class support of 0.6 FTE EAL/D teacher, as per the needs of the student/s as per their Language and Literacy level assessments.	Pleasing growth in Language and Literacy levels.
	Improved Outcomes for Students with Disabilities	SSO support for all NEP students according to their allocated level of support, engaged with service providers for relevant PD i.e. OT, Hearing, SASVI	All progressing towards benchmarks and goals as per NEP.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	APAS tutoring, specific PD for staff around improving engagement through aboriginal perspectives, MultiLit, MiniLit, TooSmart Maths and Symphony Maths online - all for students identified through a range of data sources. Punjabi - 0.1 for 11 Punjabi students. Bilingual SSO 2 delivered program to students out of class. SSO support as per NEP.	Greatly reduced number of students requiring specific intervention strategies since 2015. Data indicates very pleasing progress for most students.
Program Funding for all Students	Australian Curriculum	Implementation and resourcing of AC - digital technology, Science, Maths focus	
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	MultiLit and MiniLit for identified students, Symphony Maths, Too Smart Maths, extra SSO support in JP classes, staff PD in targeted support areas, teacher release to work together on learning design esp differentiation.	Very pleasing progress within targeted programs
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	School Counsellor support for student groups and individual students. Staff PD. Leadership development, Play at Lunchtime Leaders, Peer Mediators, RAN training for volunteers, staff PD re Growth Mindset, SMART.	Strong connections between school, families, community and service providers.