



Renmark Primary School

2020 annual report to the community

Renmark Primary School Number: 376

Partnership: Renmark Loxton

Signature

School principal:

Ms Lyn Bretag

Governing council chair:

Mrs Amanda Thiel

Date of endorsement:

3 March 2021



Government
of South Australia
Department for Education

Context and highlights

Renmark Primary is Category 2 school situated in the rural Riverland region, 254 km northeast of Adelaide. It is the largest of Remark's three public primary schools, with students mainly from the town, others from outlying rural areas. The impacts of low socio-economic status include unemployment, difficulty securing housing, accessing transport, engaging in community sport and events. In 2020 Covid-19 added another challenge. Despite these, our community is resilient, the school and community partnership strong. Our students enjoy school and many opportunities available, choir, sport, student leadership programs. Strong positive connections to each other and staff, being kind, empathetic and respectful regardless of culture, ability and life situations prepare our students very well for life. 2020 student cohort is wonderfully diverse; students learn and play together in beautiful spacious grounds, housing a rich teaching and learning environment.

- 271 students in 12 classes
- 55% school card
- 19% Aboriginal
- 11% students with disabilities
- 20% English as second Language/Dialect
- 6 % non-English speaking including Cambodian, Filipino, Afghani, Greek, Vietnamese, South African, Turkish and Indian.
- 11 Indian students attended weekly Punjabi mother tongue lessons facilitated by bilingual SSO, Mrs Ajit Grewal.

An on-site OSHC provides high quality care within excellent facilities, aligning closely with school processes and practice. The holiday program is wonderfully engaging, creative and varied; there's often a waiting list over and above maximum bookings.

Since 2015, Renmark Primary has strategically resourced and very successfully developed staff, students, parents/caregivers, and engaged the local and broader community in becoming a highly functioning, highly effective Visible Learning School. Students know where they are at in their learning, their next steps and how to achieve their goals. Learning and progress are always visible, mistakes and a growth mindset are fundamental dispositions. Being an effective learner is critical in a rapidly changing world. Students become independent goal setters against agreed and negotiated success criteria; the same goals for each student, the journey differentiated. Student voice is critical; data provides evidence of student progress, student voice greatly informs pedagogy; how effectively are teachers teaching? Visible Learning is now embedded practice.

Governing council report

2020 was a challenging year for our whole community. Covid19 had a huge impact on people's lives and changed our normal. I would like to acknowledge the Renmark Primary School Principal and Staff for the way Covid19 was handled and adapted to in our school. Big changes were made without impacting our children too much. Online learning was well organised and allowed continued interaction between children, their teachers and peers throughout the time away from the classroom. Children felt supported and were able to continue their learning at home. On return to school the new precautions to be Covid safe soon became normal and comfortable for children and families to adapt to.

Thank you Lyn and staff for adapting and providing a continued learning environment and important school community events for the students and families during the most challenging of years. Your dedication and commitment to our children's learning doesn't go unnoticed, well done!

Governing council meetings in 2020 went to a virtual platform from the end of term 1; we were able to meet once face to face and then moved to Zoom. This proved to be a successful way for members to remain connected to the school and each other during some busy and stressful times. Through our zoom meetings we were able to keep up to date with the many changes and challenges faced by the school and also the successes and achievements during this time. The nature play area was a highlight for everyone this year, it has been a big project with many hiccups but finally it was ready for students! Meetings returned to normal at the end of term 3; it was nice to meet again in person with Covid-19 safe measures in place.

Governing council members oversee the governance, finance and improvement planning for the school. It is an opportunity to come together with the Principal, staff members and parents to share ideas and opinions, and assist in making decisions regarding some aspects of the running of the school.

Reports are provided to Governing council on a termly basis from leaders within the school to update us on what is happening in that area, achievements and challenges they have seen.

Our school relies on our Governing council to assist with the overall governance of the school. It is a fantastic way to hear about the many programs that are running within the school and the achievements these bring within our children. We meet twice a term on a Monday at 6 pm, the meetings are friendly and informal and last for an hour.

Quality improvement planning

Goal 1: Increase Year 1 Reading achievement (decoding), 70% will achieve SEA Running Record level 14, by maintaining and strengthening our rigorous systematic, synthetic approach to teaching phonological awareness and phonics. Reception to year 3 teachers embedded InitialLit F/1/2, students progressed through Decodable and levelled texts. THRASS letter names and sounds, and InitialLit aligned, Visible Learning strategies were implemented and student progress closely monitored. Working in year level Impact Teams and closely with the Deputy Principal ensured consistent planning, problem solving, and collective support for students and staff. 5-weekly Data Wall and Scorelink data updates, termly traffic light data, SIP staff meetings to review actions and evaluate progress, and Performance and Development meetings ensured momentum.

58% (19/33) year 1 students achieved SEA, 12% below our target (three non-English speaking/EALD, two with disabilities, one poor attendance, one exempt, two just below SEA). All received Wave 2 and 3 support. In 2021, ten year 2 students just at/below year 1 SEA will be focus students for Wave 3 phonics, further InitialLit 1-2, Inclusion and Oral Skills Narrative program. We expect progress of 4-6 RR levels.

Goal 2: 80% year 5 students will achieve SEA PAT-Reading Comprehension, scaled score 112 when teachers explicitly teach comprehension strategies (predict, clarify, summarise, question) within literacy and cross curricular. Reciprocal Reading was a key year 4-7 teaching and learning strategy. Staff engaged in termly staff meetings to share effective practice, review SIP actions and progress, analyse traffic light data, Impact Team planning saw greater text, assessment and moderation consistency, and Performance and Development meetings monitored implementation and progress. The Impact Coach's work in class to evaluate visible learning strategies (goals against success criteria, and steps to progress) and with teachers and teams was highly effective. Staff professional learning with the Department for Education PAT Team was invaluable.

58% (21/36) year 5 students achieved SEA 112. Of 15 students below, 4 sat a lower level test, 10 were within 4 points of SEA and 1 on a home program didn't sit the PAT-R test. In 2021, terms 1-3, 5 weekly, Impact teams will use common assessments of varying complexity and genre to measure progress, and Reciprocal Reading will have a clear structure, implemented cross curricular. Students will set goals from their PAT-R bands, with teacher support. Seven year 5 students below SEA, excluding those with identified specific needs, will be 2021 focus students.

Goal 3: 70% students will achieve PAT-Maths SEA scaled score 112, through a deep focus on building number sense, applied to problem solving. Major foci across R-7; fluency, Natural Maths Secret Code, increased student dialogue to deconstruct problems, make meaning and identify problem solving strategies. Staff engaged in termly SIP staff meetings to review progress and share highly effective practice, specific Impact Team Maths planning (evaluate, moderate, assess), assessment capable learner strategies of goal setting and strategies; all enhanced teacher practice. In 2020, 75% students achieved SEA; in 2021, 7 focus students below SEA will be the targeted improvement group.

To achieve each 2021 goal and target, site leaders will engage in twice termly lesson observations and progress meetings, the Teaching and Learning coordinator's role with staff is to further develop assessment capable learners and student voice, the AET and ACEO will support staff to ensure a contextualized curriculum to engage Aboriginal students, include their voice and value their contribution to teaching and learning for all.

Improvement: Aboriginal learners

55 Aboriginal students were enrolled at RPS in 2020. In relation to ALAR, the Aboriginal Education team comprising the principal, Aboriginal Education Teacher, Aboriginal Community Education Officer first developed a common understanding of ALAR's six elements: 1. Data Informed Practice 2. Tracking and Monitoring Growth and Achievement 3. Assuring Consistent, High Quality Classroom Practice, 4. Applying Evidence Based, Learning Interventions, 5. Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning and 6. Promoting the Continuity of Learning. Over several staff meetings, the AET conducted an implementation audit using the ALAR Quality Matrix. Most strategies surfaced in the medium-high level, three were identified as growth points.

Element 1: Interrogating Aboriginal student data as a cohort; Running Records, InitialLit, PAT, school assessments. Particular students, their growth, areas for inclusion were easily identified. Staff saw Aboriginal student achievement and progress in its entirety, not diluted in class or year level data. Ensuing discussions and actions to improve practice and processes will deepen in 2021. Analysing and evaluating Aboriginal data will be prioritised during data meetings.

Element 3: Differentiate support to build teachers' knowledge, understandings and skills at individual, team and whole staff levels; targeted professional learning, AC planning, cultural awareness support, clear staff roles. The AET supported teachers to provide a challenging, culturally inclusive curriculum and pedagogy. Our ACEO built staff capacity by sharing knowledge especially around culture, gained from documented Learning Conversations, supporting students' wellbeing for learning, and ensuring staff understood that she is an invaluable resource.

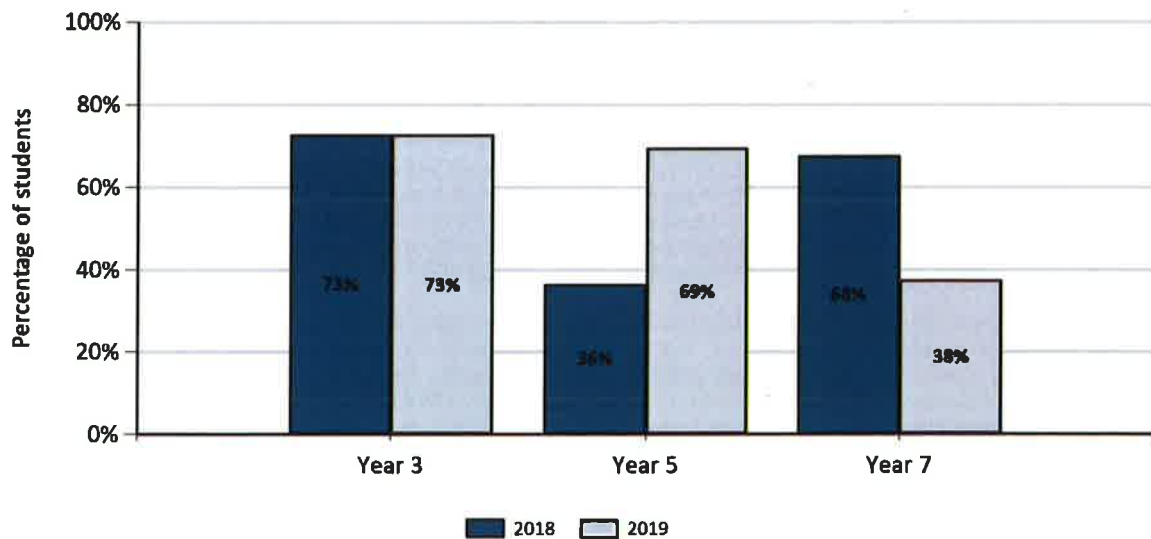
Element 6: Improve transition information sharing (year 7 - high school, school - school, class - class). One Plans, developed by teachers, AET, ACEO, parents and students provided valuable information, easily shared; social, family, learning, aspirations. Year 7 students engaged in extra high school visits around cultural learning, facilitated by the combined schools' Aboriginal Education team and community. Student voice will strengthen 2021 strategies. Building cultural awareness and competency, a culture of high expectations and empowering stakeholders, rather than "doing for" drive our work.

Performance Summary

NAPLAN Proficiency

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

Reading

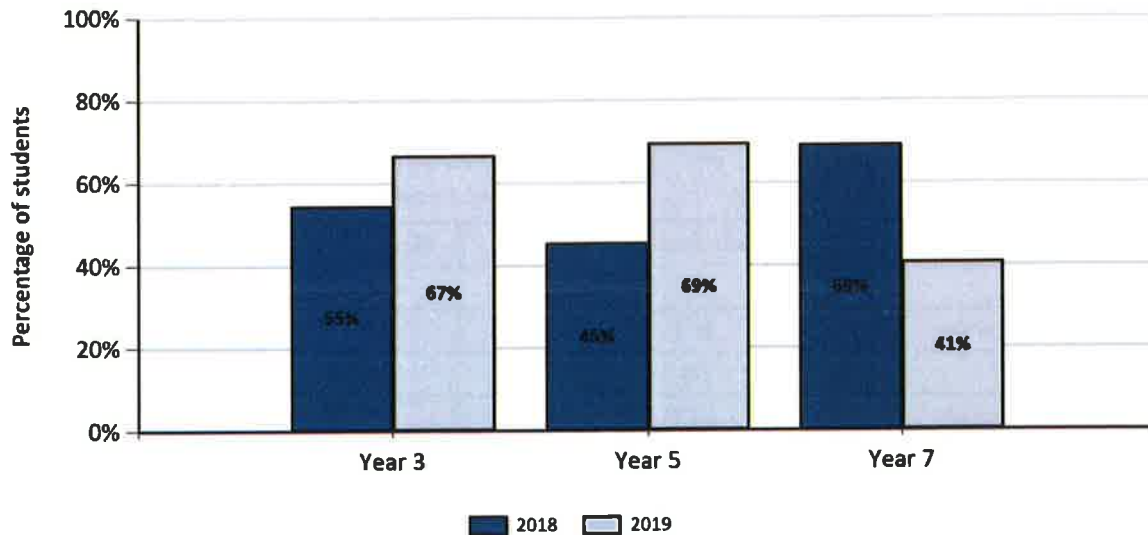


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2020 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	33%	23%	25%
Middle progress group	45%	58%	50%
Lower progress group	21%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	*	*	25%
Middle progress group	58%	58%	50%
Lower progress group	35%	29%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	33	33	10	8	30%	24%
Year 3 2017-2019 Average	36.0	35.7	9.0	5.7	25%	16%
Year 5 2019	36	36	9	2	25%	6%
Year 5 2017-2019 Average	38.7	38.7	5.3	1.7	14%	4%
Year 7 2019	32	32	2	0	6%	0%
Year 7 2017-2019 Average	38.7	38.3	2.0	2.7	5%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

Please note 2018-2019 NAPLaN data is included for your interest and information. The 2020 Annual Report does not include NAPLaN data as students did not sit NAPLaN in 2020 due to Covid-19.

Year 1 Phonics Check: 15/33 students (45%) students achieved a score of 28 (benchmark) or higher. Of those below 28, three were within 4 points. This was a very pleasing improvement on 2019 data, an 11% increase in score of 28 or higher. In 2019, 10/29 (34%) achieved at least 28. Of these, four were within 4 points. InitialLit F/1 is a very individualized rigorous approach to phonics, positively impacting progress and achievement. Students below 28 in year 1 were retested at a school level in year 2 and we expect further significant improvement. 14/15 2019 year 2 students achieved 28 or above when retested as a site measure. An extra 12 months of explicit phonics instruction was very beneficial. The gap closed throughout 2020 with 6 Reception students remaining in R/1 in 2021 to continue in InitialLit foundation. Their progress is impeded by learning difficulties/disabilities, attendance, trauma and high family dysfunction. The remaining year 1 students are in a year 1 class, expected to achieve InitialLit 1 and beyond.

Year 1 Running Records: In term 3 EDSAS, 17/30 (57%) achieved RR 13 (SEA) or higher. Students below SEA included two Aboriginal, two with learning difficulties/disabilities, three EALD, one exempt (family). At the end 2020, nineteen students achieved SEA. In year 1, students read decodable texts and once at level 8-9, begin levelled texts. Students below SEA will be the 2021 focus group and receive a range of Wave 2-3 support i.e. EALD, AET, SSO.

Year 2 Running Records: term 4, 22/31 (71%) at/above SEA, RR 21. Of the seven below SEA, two achieved level 20. Progress of the remaining five was impeded by learning difficulties, EALD, poor attendance. A group of sixteen year 2-3 students attended "catch-up" InitialLit sessions in terms 1-3, and most progressed well.

PAT-Maths: 26/192 year 3-7 students were re-assigned a lower level test (EALD, learning disabilities/difficulties), 7 exempt/family, and some chronic absences. Tested at year level, % at/above SEA: Year 3 - 73%, Year 4 - 78%, Year 5 - 84%, Year 6 - 88%, Year 7 - 69%. A focus on number sense and fluency, applied to authentic problems is improving student confidence and competence. In 2021, greater student dialogue, "choose and use" strategies, and number fluency will accelerate progress.

PAT-Reading: 25/192 year 3-7 students were re-assigned a lower level test, 9 not tested. Tested at year level, % at/above SEA: Year 3 - 69%, Year 4 - 78%, Year 5 - 68%, Year 6 - 81%, Year 7 - 72%, pleasing overall progress and achievement. Reading comprehension strategies ie Reciprocal Reading, modelled texts were implemented with varying consistency. In 2021, reading comprehension improvement strategies will be very explicit in the School Improvement Plan to strengthen teacher capacity and improve learning outcomes, including year level Impact Teams developing twice termly common assessments in terms 1-3, leaders conducting regular classroom observations, teachers sharing practice, professional learning, and a focus on text complexity within varied genres.

Attendance

Year level	2017	2018	2019	2020
Reception	88.3%	88.5%	91.4%	86.0%
Year 1	88.2%	90.0%	89.6%	87.5%
Year 2	87.2%	87.1%	91.0%	87.0%
Year 3	88.5%	88.5%	89.9%	86.6%
Year 4	86.5%	87.9%	91.5%	86.2%
Year 5	88.7%	88.7%	90.2%	86.0%
Year 6	90.8%	86.0%	88.5%	84.6%
Year 7	87.8%	89.6%	87.5%	83.2%
Primary Other	N/A	66.0%	N/A	N/A
Total	88.2%	88.2%	89.9%	85.8%

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

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

Attendance comment

In 2020, average attendance: 88.2% non-Aboriginal, 78.8% Aboriginal, 85% male and 87.5% female. The greatest variance in absence reasons between Aboriginal and non-Aboriginal students was Family/Social; 9.5% Aboriginal, 4.0% non-Aboriginal.

School processes include strong connections to families and community, parents/caregivers notifying absences on the day, referrals to ACEO, Student Wellbeing Leader or senior staff for three days of unexplained absences. DfE Social Work/Tuancy referrals support the school.

Linking families to community services ie CAMHS, Aboriginal Family Services supports strengthens the connection to school.

Behaviour support comment

Multi-faceted whole school approaches have over time, developed resilience, empathy and confidence in students to resolve issues without violence. Using trauma aware and restorative practices have had significant impact. Comparative data shows a trend over time of fewer students engaging in bullying and violence. For several, incidents are repeated and we engage services to assist.

2020 year 4-7 student Wellbeing and Engagement Survey data shows a significant decline in low wellbeing/physical bullying; 2018-12%, 2019-13%, 2020-2%.

EDSAS data shows little change in the number of incidents of Threatened or Perpetrated Violence; 2019 – 101 incidents, 6 suspensions, 2020 – 120 incidents, 7 suspensions. Fewer students were involved in 2020.

Client opinion summary

Our Parent survey engaged 50 parents, a pleasing increase on past participation. 86% parents indicated people respect each other at this school. As a school value, that is very encouraging and affirming. Our positive and respectful relationship with parents during Covid challenges enabled smoother management in all areas. 90% parents felt that teachers and students treat each other with respect; very pleasing affirmation.

80% parents indicated they receive enough information from the school, with emails, newsletters, phone calls as most effective. 20% feel they don't so I will invite further feedback to better meet their needs. Individual teachers communicating well with parents is explicitly documented.

Regarding learning, 80% or more parents know the standard expected of their child, have useful discussions and talk with their child generally about school. An area to build on is parents having more input into their child's learning; 30% felt they didn't have or were unsure. One Plan meetings, parent teacher discussions, learning journal feedback, phone calls are the main ways parents engage with their child's learning. Intentionally inviting parents in and more directly asking for ideas will support their greater input into learning. Increased student voice and action will also engage more parents.

All respondents value education and feel equipped to help their child plan future pathways.

18% parents would like more help from the school with their child's learning and 27% parents would like the school to better address student needs.

As a Category 2 school, we provide a broad range of academic, social, emotional and mental health support, engage with numerous government and non-government agencies and seek opportunities to build connections with our community. Further discussions with parents may surface areas to explore further.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	6.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	10.9%
Transfer to SA Govt School	51	79.7%
Unknown	2	3.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Department of Human Services, Screening Unit WWCC (Working with Children Check) processes are upheld for volunteers, staff and others who work on site with children. Administration staff and the principal manage the process.

- clarify role on inquiry (volunteer, prospective employee, service provider) and provide information
- ensure WWCC before commencement (online, paper)
- principal verifies applications; signed site agreements filed
- meeting with the principal regarding the role and processes, including Protective Practices
- Once approved, induction and placement are completed.

Teachers manage their WWCH and History Screening through the SA Teacher Registration Board.

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	39
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	19.6	1.0	12.6
Persons	1	25	1	18

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,614,593
Grants: Commonwealth	\$7,500
Parent Contributions	\$85,174
Fund Raising	\$0
Other	\$9,936

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Student Wellbeing Leader programs. SSO 1:1 support in self-regulation, social/emotional skills. Integrated Trauma Aware Schools case management of 3 students, interception. Staff and student resources.	Steady decline in high level behaviour, increased time in class and attendance.
	Improved outcomes for students with an additional language or dialect	0.6 EALD teacher differentiated support to staff and students in and out of class. Supported students to understand the context of their learning, Supported teacher planning, facilitated staff PD, data management.	29/49 students progressed at least 1 LL level.
	Inclusive Education Support Program	1:1 SSO support, 4 lessons per week. 0.4 Inclusion support teacher to oversee the development of One Plans, support, referrals – for learning.	Phonics and Reading (Initialit F/1/2), improved overall achievement.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	\$12/child allocated for visiting/local performances \$100 for each student attending state level SAPSASA events Students with Disabilities swimming program – 17 students 0.4 Numeracy Inclusion teacher 0.2 R-3 Literacy Inclusion teacher 0.6 Aboriginal Education Teacher 35 hrs/wk Aboriginal Community Education Officer, level 3 APAS – 1:1 teachers support, terms 2-3, 8 year 1-4 students First Language Maintenance – 10 Punjabi students supported by 0.1 Bilingual/Punjabi SSO, small groups and in class IESP – MiniLit, Oral Skills Narrative	All programs improved outcomes for most students; a higher absence rate hindered some Aboriginal students' progress.
Program funding for all students	Australian Curriculum	In class support by three leaders in curriculum and pedagogy, staff PD, resources. Completion of Orbis yr 5-7 STEM/Maths, Initialit online PD for 3 teachers.	Improved PAT, reading, Phonics Check, end 2021 A-E grades.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Supported students and staff through 0.4 pedagogy coordinator, 0.4 Inclusion coordinator, 0.2 literacy leader.	Improved, more engaging, richer pedagogy and achievement for most students.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Through above funding sources; quality differentiated practice, class observations, feedback to and from teachers and students.	Higher % students in higher PAT bands.

