Renmark Primary School

2021 annual report to the community

Renmark Primary School Number: 0376

Partnership: Renmark Loxton

	Signature
School principal:	Ms Lyn Bretag
Governing council chair:	Mrs Amanda Thiel
Date of endorsement:	**1 March 2022**

Government of South Australia

Department for Education

Context and highlights

Renmark Primary School, Category 2 situated in the Riverland, 254 km northeast of Adelaide, the largest of Renmark's three public primary schools. The school operates within a social justice framework, for example offering music lessons, uniforms, heavily subsidised or no cost excursions, Arts performances, access to sporting opportunities, Breakfast program, emergency lunches and fruit, eliminating barriers where we can. In 2021 Covid-19 highlighted our community's resilience, the school – community partnership remained strong despite added stressors. Trauma aware practice is embedded and well resourced. The Department for Education funds through the Trauma Aware Initiative. We work with the Australian Childhood Foundation and Victorian Resilience Project, continuing in 2022. Our school provides a safe, nurturing, non-judgmental environment where staff and students thrive. High expectations for teaching and learning support all to achieve their best as successful, confident learners. A continuing emphasis on kindness, empathy and respect regardless of culture, ability and life situations prepares our students for life in a diverse society.

2021, a diverse student cohort.
• 264 students in 12 classes
• 55% school card
• 16% Aboriginal
• 18% students with disabilities
• 16% English as second Language/Dialect
• 9 Indian students attended weekly Punjabi mother tongue lessons facilitated by bilingual SSO, Mrs Ajit Grewal.

In 2021 student voice in learning, as assessment capable learners was strengthened in numerous ways; Individual student goal folders, data informed teaching and learning, seeking and receiving feedback to improve outcomes. Our student and community data shows greatly improved academic achievement and progress for most, and improved social-emotional learning and skills.

On-site OSHC provides high quality care and excellent facilities, aligning closely to school processes and practice. The holiday program is engaging, creative and varied, a waiting list testament to its value in our community.

Governing council report

In 2021 the principals, Lyn Bretag and Brenda Pfitzner in Lyn's absence (midterm 2 – term 4), staff and community highly valued Governing Council's support. The challenges of Covid -19 caused concern for a number of staff, students and families. Parents had less face to face contact with the school and for some, this was difficult. Governing Council actively supported the school, reassured parents and welcomed all to express their opinion.

At times it was difficult to get a quorum, however with persistence Governing Council fulfilled its role throughout the year. Zoom provided another meeting option. Finance reports presented at Governing Council meeting showed responsible, well planned financial management, ensuring the school is maintained to a high standard i.e. the $70,000 Maintenance grant for new carpet and painting in the main building, Science Room air conditioner replaced, new initiatives resourced and planned for the future i.e. new Play Group, new playground in 2022, professional learning for teachers i.e. Vex Robotics.

Termly reports about the work in and progress of the School Improvement Plan gave great confidence that the school intentionally and rigorously focuses on improving learning outcomes for all students, through high quality teaching. Termly reports from teachers and leaders in key improvement areas including the Aboriginal Education Teacher and Aboriginal Community Education Officer, and OSHC and Grounds person reports, demonstrated how each role contributed to improvement. Student progress and achievement data is very encouraging.

Major decisions, discussions and achievements include approving the School Improvement Plan, understanding the year 7 to High School transition processes to ensure the best for students and parents, with a presentation by Mr Mat Evans, Renmark High Principal, online learning, supporting the new "Care and Connect" in classes, providing feedback on annual school photos to ensure easy processes for parents, approving four student free days for professional development, ways to promote our school including two Open mornings, and policy reviews i.e. Mobile Phone and Attendance policies.

Governing Council members valued and enjoyed their role and opportunity to contribute to the continuous improvement of Renmark Primary School. We sincerely acknowledge and appreciate the staff for all they do for our children, families and their connection to community.

Quality improvement planning

2021 School Improvement Challenges of Practice were in rigorous phonics, comprehension and number instruction. Identified students just below SEA were closely monitored for progress, teachers evaluating their practice against improvement.

Goal 1: achieved, 8/9 identified 2020 year 1 students below RR 14 progressed 4-6 reading levels. Two ATSI, five EALD and one student with a disability; pleasing improvement.

Goal 2: 5/8 year 5 students achieved scale score 112 in PAT-Reading. We didn't quite achieve the goal however 2/8 below SEA made 7-9 point progress, now much closer to SEA.

Goal 3: 3/7 year 5 students achieved ≥ PAT-Maths scale score 112, three within 2 points after progressing 5-8 points. One didn't do the test. The target was almost met and in 2022, these students' goals will be to achieve year 6 SEA. Strategies that supported improved teaching and learning outcomes were implemented at all levels. Explicit student progress focus included twice termly SIP meetings with tier 2 staff (data, evidenced based) and class teachers, twice termly line manager Reading and Maths walkthroughs to observe classroom practice and provide feedback, clear data collection, management and analysis processes, an explicit data schedule, and termly professional learning and Impact Team schedules. Professional learning around highly effective pedagogy, Reciprocal Reading and Maths/Number, and revisiting the Maths and English statements kept us moving forward. Data informed decisions and actions translated into student goal setting and greater differentiation. It's critical that students are assessment capable learners, and that school engages parents/carers in the process. At least termly goal reviews were required.

Throughout the clear actions for improvement, teachers had time to reflect and build their skills and knowledge together. This remains a priority in 2022, especially as year 3-6 teachers implement the DfE AC Units of work.

On evaluation of processes and outcomes, important actions for 2022 have been identified. Maths and English Statements of Practice will be finalised to start 2022. The Literacy and Numeracy Improvement Guidebooks, Australian Curriculum and Scope and Sequence remain key sources of explicit practice around Reading Comprehension and conceptual understanding in Number, identified through data as improvement and acceleration areas.

Learning outcomes show overall improvement, so refining our Challenges of Practice, goals, targets and success criteria, targeting student support, continued professional learning for all, differentiated as required, will accelerate student progress. Student goal setting and ensuring they understand where to apply their greatest effort for maximum impact is crucial, including building positive learning dispositions and mindsets, supported by whole school Resilience Project work and trauma aware practice.

In 2022, specific timetabling requirements around Close Reading, daily literacy and Maths practice, leadership walkthroughs, termly staff and individual teacher student progress meetings and PDP processes, formative and diagnostic assessment schedules, data timelines for collection and entry on Scorelink, will ensure curriculum and specific practices are implemented.

Providing opportunities for teachers to observe in each other's rooms is highly valued, effective and included in future planning.
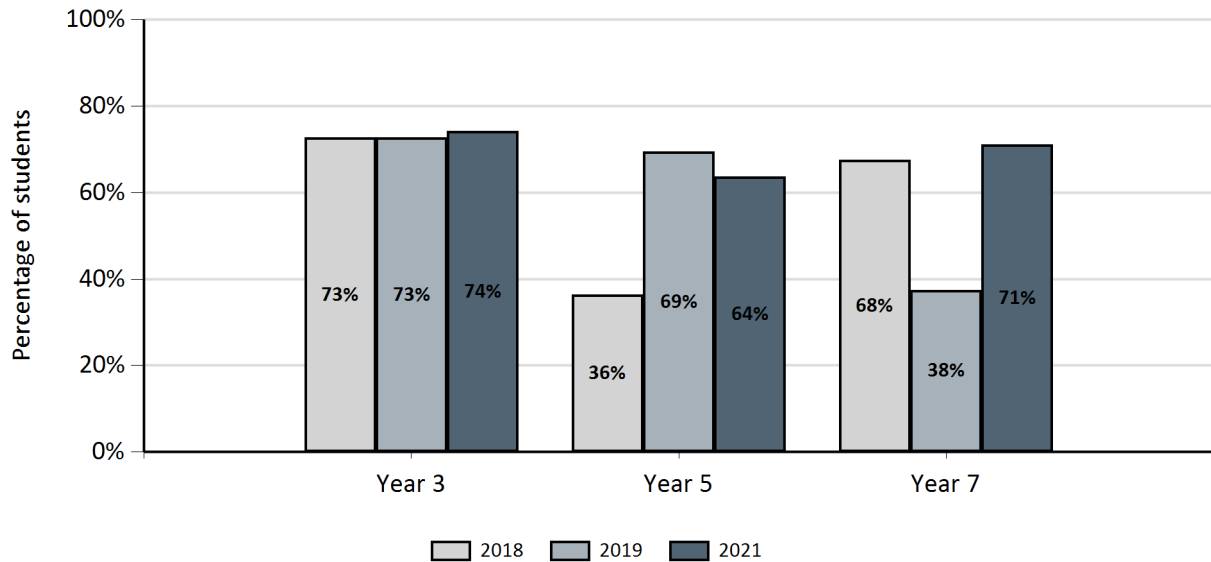
In 2022, we will have straight year level classes where possible, especially Reception to year 3 to ensure students receive explicit foundational instruction in phonics, reading and Maths at their level.

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.
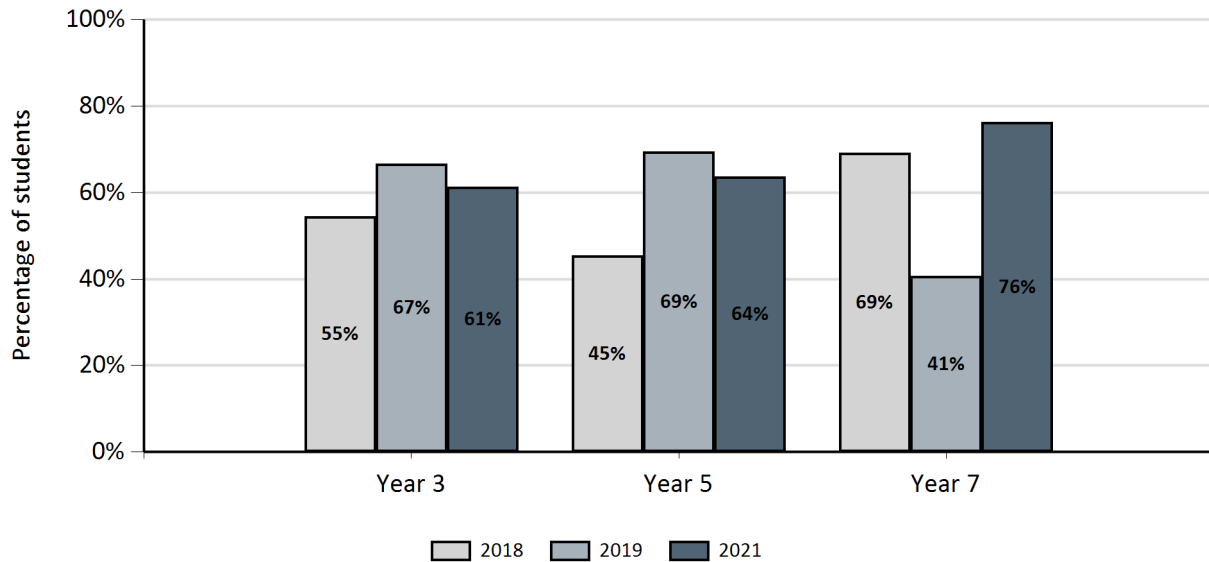
Reading

*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 2021.
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 acros all cohorts.

Numeracy

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 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	35%	31%	33%
Middle progress group	27%	53%	48%
Lower progress group	38%	*	19%

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	38%	42%	33%
Middle progress group	33%	48%	48%
Lower progress group	29%	*	18%

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 2021	31	31	9	4	29%	13%
Year 3 2019-2021 Average	32.0	32.0	9.5	6.0	30%	19%
Year 5 2021	33	33	9	4	27%	12%
Year 5 2019-2021 Average	34.5	34.5	9.0	3.0	26%	9%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.
^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.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
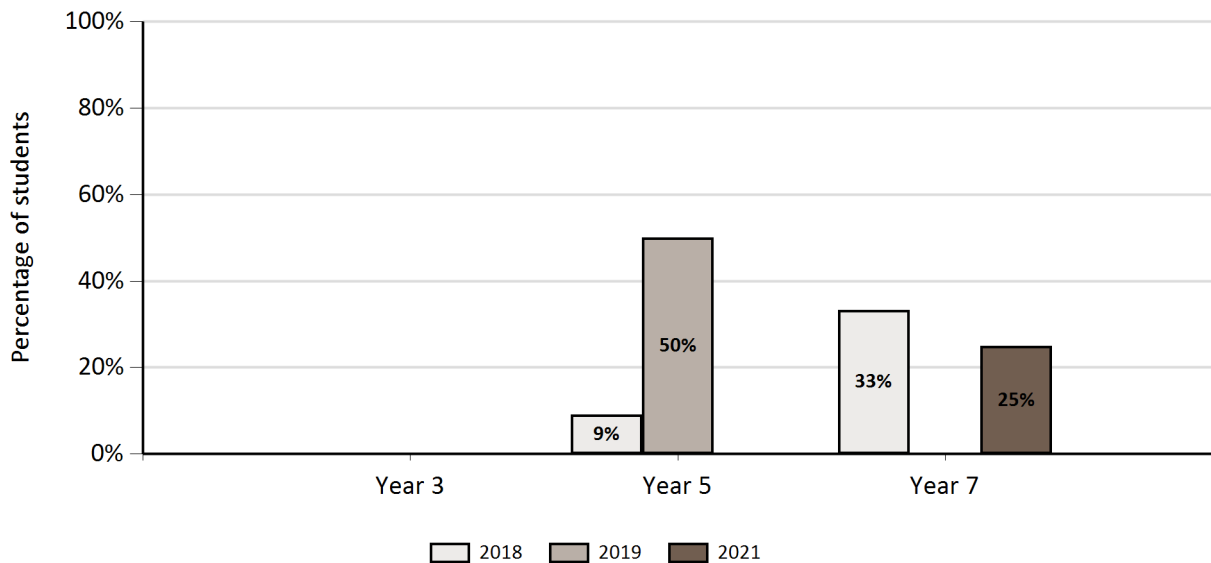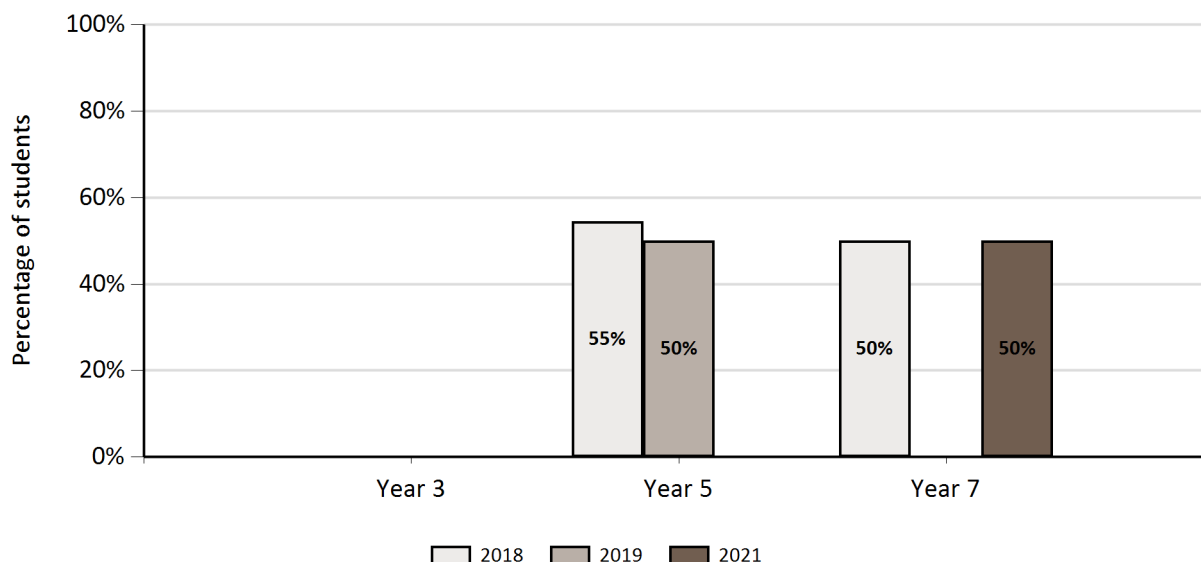Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2021.
*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%.
Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2021.
*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%.
Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.
^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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The Aboriginal Education Teacher (AET) released teachers to build relationships with students, monitor and assess progress, build capacity around Aboriginal perspectives in the curriculum, develop One Plans, and data informed English and Maths goals (Running Records, PAT Reading and Maths, Phonics Screener, NAPLAN). Our Aboriginal Community Education Officer (ACEO level 3) explicitly worked to strongly connect parents/carers to their child's learning; One Plan development, goal setting, improving attendance and engagement.
Key actions:
Twice termly student progress meetings (AET, Principal). Data analysis informed next steps and support ie EALD, AET, Inclusion teacher, class teacher.
Termly Aboriginal Education Team meetings: data analysis, attendance, levels of support evaluated, professional learning.
Termly Aboriginal student progress staff meetings, data analysed and high yield strategies identified. Student feedback gathered by the Teaching and Learning Coordinator and AET led to teacher Calls to Action for improvement at an individual student level.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

NAPLAN proficiency, Reading: 2021 Year 3: 80% SEA (4/5)   Year 5: 9% (2018) – 25% (2021)   Year 7: 33% (2018) – 25% (2021).
NAPLAN proficiency, Numeracy: 2021 Year 3: 80% 1 band < SEA   Year 5: 55% (2018) – 25% (2021)   Year 7: 50% (2018) – 50% (2021). 1/8 in Upper Bands.
In 2022, continued data informed planning, close monitoring and differentiation will improve learning outcomes. In 2021, 8/20 students did not sit NAPLaN; in 2022 we will strengthen communication with parents/carers and students to maximize NAPLaN participation.
• Year 1 Phonics Screening (5 students), benchmark 28: 2 > 35, 1 at 26, 19, 10. 2020: 1/5 students achieved benchmark, a significant improvement.
• Running Records: Year 2 (5 students): 1 at RR 26, 2 at RR 21, 2 below RR SEA (students with learning difficulties). 3 students improved 8-10 RR levels, and three will achieve year 3 RR 30.

School performance comment

Year 1 Phonics Screening Check. % students achieving benchmark 28. 2019 – 33.3%   2020 – 41.9%   2021 – 50%.
Running Records.
Year 1 Standard of Educational Achievement, level 13. Our data indicates increasing SEA achievement 2018 - 2021:
45% - 55% - 55% - 68%.
Year 2 Standard of Educational Achievement, level 21.
Over time, achievement has slightly varied, 63%-52%-0% (not tested) – 61%. Students are making pleasing progress,
with higher achievement by the end term 4.

PAT-Reading Comprehension (Standard of Educational Achievement, Scale Score)
Year 3 (95), Year 4 (106), Year 5 (112), Year 6 (118), Year 7 (120)
2020-2021 progress data (all students, includes absentees): year 3 – 4: 81% - 64%   year 4 – 5: 66% - 56%   year 5 – 6:
51% - 62%   year 6 – 7: 60% - 58%. In 2021, 74% year 3 students achieved SEA.

PAT-Maths (Standard of Educational Achievement, Scale Score)   Year 3 (101)   Year 4 (110)   Year 5 (112)   Year 6 (120)
 Year 7 (121)
2020 – 2021 progress data (all students, includes absentees): year 3 – 4: 71% - 58%   year 4 – 5:57% - 54%   year 5 – 6:
63% - 64%   year 6 – 7: 63% - 56%. In 2021, 55% year 3 students achieved SEA.

NAPLAN progress, 2018-2021 (Standard of Educational Achievement)   Year 3 (Band 3), Year 5 (Band 5), Year 7 (Band
6). The data in Reading and Numeracy is very encouraging. High quality teaching and learning, research based and data
informed practice remain our absolute priorities, with successful outcomes.

NAPLAN Reading: No NAPLAN testing in 2020. Year 3 Reading proficiency was maintained with 1% increase in 2021,
to 74%. 29% students achieved High Bands, 2% improvement since 2019, highest achievement since 2013, and an
increase of 28% since 2016. This is a significant improvement and above our historic range. Year 5 Reading Proficiency,
2018-2021 (Band 5) achievement has been more saw-tooth, 36%-69%-64%. The % students in high bands has steadily
increased, 9% - 25%-27%. Year 7 Reading Proficiency, 2018 – 2021 (Band 6) indicated a significant upward trend.
68%-38%-71%. In 2021 16% students achieved in high bands, the highest of the 3 years, 9%-25%-27%.

NAPLAN Numeracy: Year 3 Numeracy proficiency has varied slightly, 55% – 67% - 61% in 2021, with 9% - 24% - 13% in
high bands. Overall since 2013, achievement is above the historic range which is encouraging. Year 5 Numeracy
proficiency is on an upward trend, 45% - 69% - 64% in 2021, with 7% - 6% - 12% in high bands

Attendance

Year level	2018	2019	2020	2021
Reception	88.5%	91.4%	86.0%	92.2%
Year 1	90.0%	89.6%	87.5%	85.8%
Year 2	87.1%	91.0%	87.0%	89.8%
Year 3	88.5%	89.9%	86.6%	87.0%
Year 4	87.9%	91.5%	86.2%	89.0%
Year 5	88.7%	90.2%	86.0%	86.3%
Year 6	86.0%	88.5%	84.6%	89.7%
Year 7	89.6%	87.5%	83.2%	82.7%
Primary Other	66.0%	N/A	N/A	N/A
Total	88.2%	89.9%	85.8%	87.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

2020 - 2021 attendance rate 85.8% - 87.7%: Chronic and habitual absence responses are triaged; teachers, ACEO, Student Wellbeing Leader and senior staff.
Class teachers contact parents/carers for daily unexplained absences (note, email, phone call) to confirm the reason. When this is challenging, the ACEO, Student Wellbeing Leader or Senior Staff follow up with meetings, engage local support services and Social Work Truancy as required.
The ACEO's role in monitoring attendance supports improved attendance for indigenous students, through positive relationships with parents/carers.

Behaviour support comment

In 2021, The Resilience Project, a research based digital wellbeing program to build students' emotional literacy and resilience, was implemented. This systematic, rigorous program strengthened whole school trauma aware practice.
RPS Behaviour Learning Process proactively supports students to refelct on their actions and have opportunities to repair repationships they may have damaged.
The Resilient Youth's "Resilience Survey" year 3-7, March and October 2021, and School Bullying survey measured our impact. 2021 data indicated less bullying and violence. 3.8% (10) students incurred 19 suspensions for behaviour that impacted others' safety and wellbeing, despite proactive strategies in place. 7/10 of these students access external and school support.
The ongoing education of students and community to understand bullying as more than a one off incident, and that all parties need support, has been key.

Parent opinion survey summary

The Parent Survey indicates at least 80% of 42 parents agree or strongly agree that Renmark Primary School is doing well in 9/14 aspects. School climate data is pleasing; 33-36 respondents indicated high levels of satisfaction in the levels of respect, communication and our value of every child. An intentional focus on improved communication channels and parent engagement has been well received, including Renmark Primary School's Official Face Book page, Microsoft Office Teams, emails, phone calls, text messages, home visits. Face to face communication was less due to Covid-19, however parent-teacher-student discussions still occurred in a Covid safe environment, which parents greatly appreciated. We continue to seek parent/carer feedback to ensure their voice is heard and expectations met. 31-34 respondents were happy with the level of feedback, discussions and support regarding their child's learning. More regular and timely communication will occur in 2022.

An area for further improvement is parents'/carers' input into their child's learning. For One Plan students, this is significant. More explicitly and frequently seeking input from all parents/carers will be very important using our effective communication channels.

An aspect of lesser satisfaction was in home learning routines (71%) and learning tips (61%). Both had higher levels of satisfaction than in 2020. Covid-19 may have exacerbated both with students engaged in more home learning. Both are important and again, with effective communication channels, we have the capacity to keep our community well informed.

100% of our respondents agree that education is important, as is the school-parent/carer partnership. Our focus remains on maximising parent engagement in their child' education and our school.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	7.5%
NS - LEFT SA FOR NSW	1	1.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	47	88.7%
VI - LEFT SA FOR VIC	1	1.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Teachers, ancillary staff, OSHC employees, volunteers working outside of their biological child's class and non-education service providers must hold a current DHS 'Working With Children Check'.
Compliance is ensured via induction at the commencement of all staff and OSHC employment, and at the time of application for volunteer and non-education service providers.
All information is entered into EDSAS, and expiry dates monitored termly by administration staff. Any individuals with upcoming expiry dates are informed and renewal is undertaken.

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	41
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	2.0	17.0	1.3	10.1
Persons	2	22	2	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	$3,766,689
Grants: Commonwealth	$7,500
Parent Contributions	$75,856
Fund Raising	$0
Other	$14,664

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

2021 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 2021 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: staff professional learning in trauma aware practice, Resilience Project, proactive behavior support strategies, in class support, 1:1 case management, resourcing,	Trauma Aware Practice documented.100% take up of Resilience Project.
	Improved outcomes for students with an additional language or dialect	0.6 EALD teacher: 1:1, small groups, in class to support. EALD literacy goals aligned to LEAP levels and classroom curriculum, professional learning and moderation of LEAP levels.	12/33: improved 1 level 1/33: ≥ 2 levels 15/33: maintained 4/33: not tested
	Inclusive Education Support Program	SSOs: Oral Skills Narrative, MultiLit, One Plan strategies, 1:1, small groups, in class. 0.4 R-3 Inclusion teacher supported identified students in Reading with intensive InitiaLit instruction and specific focus areas.	10 yr 1 students will continue intensive support in 2022.
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 per student for local and visiting performances (minimal due to Covid-19). $100 per student attending state level SAPSASA events Students with Disabilities swimming program – 14 students 0.2 Numeracy Support teacher – Too Smart (7 yr 2/3 students), SSO 14 lessons 0.2 R-3 Reading support teacher 0.5 IESP coordinator, One Plan support 35 hrs/wk Aboriginal Community Education Officer 0.6 Aboriginal Education teacher Aboriginal Program Assistance Scheme – teacher support, 14 year 1-4 students below SEA Reading First Language Maintenance, 0.01 Punjabi	Extra support for planning, resources, differentiation Students progressing at varying rates and the focus in planning and intervention.
Program funding for all students	Australian Curriculum	Teacher release, resourcing for 2022 implementation of year Department for Education, Australian Curriculum Units of Work 0.2 Deputy principal: support English/Literacy practice and inclusion ie InitiaLIt, Reading compre	Australian Curriculum planning completed ready for 2022. Continued resourcing.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	0.4 coordinator: pedagogy, focus on Maths. PL, planning, lesson observations, student feedback, research based and data driven. Lower R-3 class sizes: 18 – 22 students 0.2 R-3 Reading Inclusion teacher. ATSI support.	Improved practice: individual student goal folders (data informed), shared learn
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable