



Renmark West Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Renmark West Primary School Number: 378

Partnership: Renmark

Name of School Principal:	Judy Cottam
Name of Governing Council Chair:	Tarnia Pongrac
Date of Endorsement:	January 2017

School Context and Highlights

2016 has been a productive year for Renmark West. We have continued to focus on improvement in literacy and numeracy and were pleased with the results that our achieved particularly in NAPLAN and PAT testing in term 4. Evidence of our achievements in NAPLAN and PAT will be discussed in more detail later in this report.

In third term an external review was conducted by DECD and there was much positive feedback for our school and staff to celebrate. The Review Panel was particularly impressed with the way in which our students articulated their learning and were clear about the sorts of improvements and opportunities they would like to see happen in the school. The review identified four directions for our future school improvement planning and these will be incorporated into the 2017 School Improvement Plan. The review report is on the school website and can be accessed by interested community members.

As part of the Arts curriculum in term 3 all of our students engaged with 'Footseps' and enjoyed learning dances and moves to a wide range of popular songs. This was further demonstrated at the end of year concert we were all able to enjoy the performances that they organised with their class teachers. We make special mention of our year 6 students who with the support of the Riverland Youth Theatre learnt to juggle, spin plates and ride a unicycle.

Our fortnightly assemblies also gave opportunity for our students to demonstrate their skills in the performing arts. "Renmark West has Got Talent," saw many students singing, acting and performing for their peers, staff and parents.

Once again our students were very successful in their sporting achievements with a wide range students across all of the primary year levels representing our school at district and state level. A successful sports day was held in term 2 thanks to the organisational skills of the sports day committee. Tarcoola were successful in taking the trophy after a competitive day where sport's captains encouraged, supported and mentored their teams along the way.

Play is the Way featured in our Well Being for Learning initiatives. This was the second year of Play in the Way and the principles are now well embedded in our language and classroom management processes.

In fourth term our classes participated in yoga sessions run by one of our community members and learnt ways to relax and manage anxiety and tension. Thank you to those who organised and ran these sessions.

Governing Council Report

The school year started well with full classes, students ready for learning and a great team of teachers and staff. A new approach to our meet the teacher night was trialled and ran well, it was a very good way to see how your child's teacher works in their classroom. The computer room computers were upgraded and replaced with new ones. This was phase 1 of a budget plan to upgrade computers in the school. In 2017 there will be an upgrade to the resource centre computers which is phase two of the planned upgrade.

The school participated in the NAPLAN online trial which was quite successful and ran without too many problems.

Once again our school participated in the Footsteps dance program and all of our students were engaged with this dance program.

Book Week was run by Jude our resource centre teacher with organised activities for classes over the week and a dress up day and parade on Thursday. Junior primary students visited and participated in the book week activities at the town library.

The year 6 and 7 classes planned an Enterprise Day during term 3 in week 8. Both classes organised businesses in small groups. Each group designed a product to sell on the day and presented a business plan in which they worked out their business costs, conducted a risk analysis and organised the advertising of their product for the day.

I would like to thank our principal who has made being the chair of the Governing Council an enjoyable role and we appreciate her leadership at Renmark West Primary.

It is with sadness that I leave Renmark West after a long association having got to know all of the teachers and staff.

I acknowledge all of the Governing Council members for their input in 2016, it really was a great group to work with, with many varying opinions shared throughout the course of the year. Our goal was always to make our school one of the best.

Improvement Planning and Outcomes

Literacy

Literacy Improvement

75% of year 1 and 2 students are reading age appropriate levelled readers as indicated by the collection of Running Record data.

57% of Reception children have achieved appropriate reading levels

66% of year 1 students have achieved appropriate reading levels

64% of year 2 students have achieved appropriate reading levels

WRAP approach to spelling and reading is implemented in 100% of classrooms and taught explicitly by all classroom teachers
WRAP was taught in 100% of classrooms 3 to 4 times a week

75% of year 3, 5 and 7 students achieve band 3,5 or 6 in NAPLAN testing of literacy elements.

74% of year 3 achieved band 3 or above

62% of year 5 students achieved band 5 or above

62% of year 7 students achieved band 6 or above

75% of our students achieve stanine 4 or above in PAT R testing

40% of year 3 achieved stanine 4 or above

57% of year 4 achieved stanine 4 or above

64% of year 5 achieved stanine 4 or above

88% of year 6 achieved stanine 4 or above

65% of year 7 achieved stanine 4 or above.

Greater than 75% of year 5 and 7 students show middle to upper level growth in literacy from year 3 to 5 and year 5 to 7.

72% of year 5 students made middle to upper level progress

82% of year 7 students made middle to upper level progress

Numeracy Improvement

75% of year 3, year 5 and year 7 students achieve bands 3,5 or 6 and above in mathematics elements of NAPLAN.

78% of year 3 achieved band 3 and above in numeracy

72% of year 5 achieved band 5 and above in numeracy

69% of year 7 achieved band 6 and above in numeracy

75% of year 5 and year 7 students make middle and upper level progress from year 3 and year 5.

80% of year 5 students have made middle to upper level progress in numeracy

74% of year 7 students made middle to upper level progress in numeracy

65% of students achieve stanine 4 and above in the PAT Maths testing in term 3.

72% of year 3 students achieved stanine 4 and above

52% of year 4 students achieved stanine 4 and above

68% of year 5 students achieved stanine 4 and above

60% of year 6 students achieved stanine 4 and above

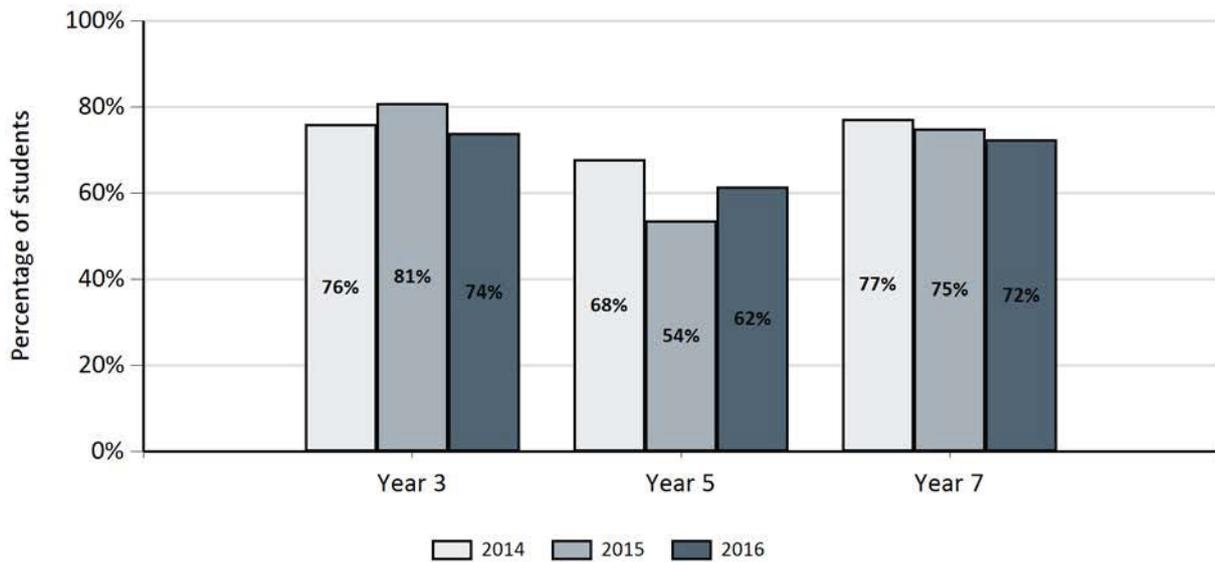
52% of year 7 students achieved stanine 4 and above

Performance Summary

NAPLAN Proficiency

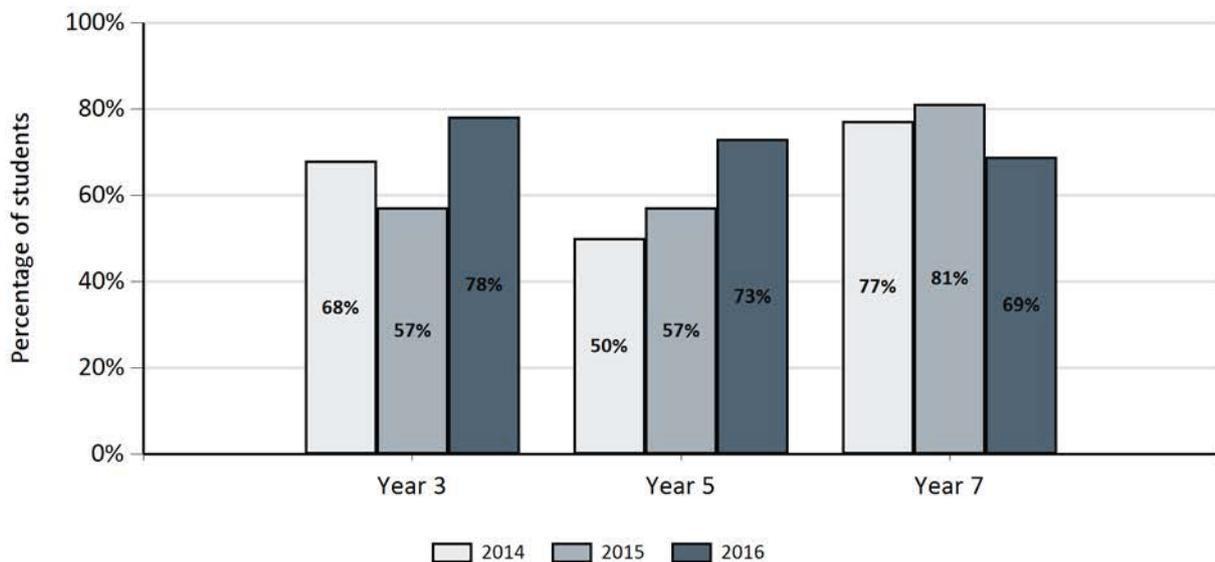
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	28%	18%	25%
Middle progress group	48%	64%	50%
Upper progress group	24%	18%	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	20%	26%	25%
Middle progress group	60%	52%	50%
Upper progress group	20%	22%	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	23	23	10	7	43%	30%
Year 3 2014-16 Average	23.0	23.0	6.0	4.3	26%	19%
Year 5 2016	26	26	4	3	15%	12%
Year 5 2014-16 Average	27.3	27.3	4.7	3.0	17%	11%
Year 7 2016	29	29	4	4	14%	14%
Year 7 2014-16 Average	22.3	22.3	4.3	5.3	19%	24%

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

NAPLAN results showed some improvement in 2016 particularly in year 3 and year 5 numeracy with nearly 20% more students achieving Standard Expected Achievement for their year level. In the year 7 cohort there was 10% less students who demonstrated Standard Expected Achievement. Whilst this is a decline from 2015, this cohort of students have actually improved from their year 5 numeracy results with 10% more of them achieving a Standard Expected Achievement. In reading results were very similar to those achieved in 2014, 2015 and 2016 with only small variations between each year. However if analyzing the improvement between year 5 and year 7 testing for the same group of students there is nearly a 20% improvement in the number of students achieving Standard Expected Achievement.

In reading 82% of our year 7 students made middle to upper progress from their results in the year 5 test which is well above the state average. 72% of year 5 students made middle to upper progress from their year 3 tests which is slightly below the state average.

In numeracy 80% of our year 5 students made middle to upper progress from their year 3 scores whilst only 72% of our year 7 students made middle to upper progress from their year 5 test.

Historically 4-6 students achieve in the higher bands (above what is expected of a student in their year level) at year 3, year 5 and year 7. In 2016 10 year 3 students achieved in the higher bands in reading and 7 of them in numeracy. In year 5 results there were 3-5 students at each year level who achieved in the higher bands.

Staff continue to analyse the results of NAPLAN testing to identify strategies to further improve outcomes for our students.

PAT testing in reading and maths occurred in September.

Only our year 6 students achieved the target of 65% achieving in stanine 4 or above in reading. Other year levels achieved between 57-65% in stanine 4 or above. The year 3 cohort did not perform as well in the the PAT reading test as they did in NAPLAN.

In PAT maths 72% of the year 3 cohort scored above stanine 4. Other year levels varied in their PAT maths performance. 50% of year 4 students achieved stanine 4 or above, 67% of year 5, 60% of year 6 and 50% of year 7 students.

Attendance

Year level	2014	2015	2016
Reception	90.8%	92.6%	93.7%
Year 01	93.3%	93.9%	93.2%
Year 02	93.8%	93.5%	95.8%
Year 03	95.6%	92.8%	93.1%
Year 04	95.0%	93.1%	92.7%
Year 05	94.1%	94.6%	94.5%
Year 06	92.2%	94.8%	93.0%
Year 07	92.6%	92.5%	95.0%
Total	93.6%	93.6%	93.9%

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

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

Attendance Comment

Attendance processes in the school continue to ensure that our school has high attendance levels at all year levels. Attendance reports sent home twice a year identify at risk students and then processes are put into place to ensure these students are monitored and tracked.

Phone calls to parents are made when students are away from school for more than 3 days without a reason. Poor attendance is followed up through the attendance officer and ongoing negotiation with parents.

Behaviour Management Comment

The whole school community avails themselves of open communication with the school and the "Bullying/Harassment Report" forms are used to report incidents that are of concern. Data shows that the big majority of reports are not bullying or harassment. Incidents are one-off inappropriate behaviour generally occurring in the yard. These include disputes over yard game rules and friendship issues particularly amongst girls in Years 3 and 4. There was 1 incident of sexual harassment and 1 of racial harassment. Bullying incidents involved restorative meetings with all involved, continuing monitoring, parent contact and also suspension..

Verbal victimisation (such as being teased, humiliated or being called names) is an issue that needs to be addressed.

Client Opinion Summary

Client Opinion surveys were conducted with staff, students and parents during term 3 2016. 32 families, 12 staff and 114 students completed the surveys on line or in hard copy. The results were collated for each of the stakeholder groups.

Parents scored all questions in the survey above 4 except for:-

This school takes parents opinions seriously. 3.9

Student behavior is well managed at this school. 3.9

In the staff survey all of the questions were scored above 4 showing high levels of staff satisfaction.

Students also scored most of the questions on the survey above 4 however there were three elements that scored less than 4.

I can talk to my teachers about my concerns. 3.8

Student behavior is well managed in this school. 3.4

My school takes students' opinions seriously. 3.7

As both parents and students identified similar issues these are elements of our school's operations that need to be addressed in 2017.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	13.8%
Transfer to SA Govt School	24	82.8%
Unknown	1	3.4%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All staff including all School Services Officers have current, relevant criminal history screenings and these are maintained in the HR management portal. Other volunteers who are working regularly in the school are also screened and records are kept relating to clearances. These are updated each term. Parents accompanying camps and excursions have current clearances.

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	22
Post Graduate Qualifications	6

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	0.0	11.4	0.0	3.8
Persons	0	13	0	5

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

Financial Statement

Funding Source	Amount
Grants: State	40848.61
Grants: Commonwealth	8000
Parent Contributions	69467.41
Fund Raising	2698.43
Other	

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		
	Improved Outcomes for Students with an Additional Language or Dialect	SSO hours were purchased and used to provide small group withdrawal and in class support for identified students.	1:1 and small group interventions were run with a focus on literacy improvement.
	Improved Outcomes for Students with Disabilities	SSO hours were purchased and allocated to students with disabilities providing withdrawal and in class intervention as identified in the NEP,	All students with disabilities accessed support either 1:1 or in class.
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	A Punjabi bi-lingual SSO provided support to Punjabi students and first language maintenance and also liaised with parents providing a way of communicating with the school. SSO hours were purchased and used to run intervention programs with students with learning difficulties either in a withdrawal setting or in class as determined by the needs of the individual students. Ongoing tracking and monitoring enabled the effectiveness of intervention to be evaluated and modified to better meet student needs. TRT release enabled teachers to identify suitable resources and make individual learning plans for students.	Students accessed support in line with school processes to support students at risk. Teachers improved practice in teaching literacy and numeracy.
	Program Funding for all Students	Not applicable to this site	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Better school funding was utilised to release teachers to participate in collaborative planning and school based training and development activities with a particular emphasis on literacy and numeracy improvement.	Improved teaching in numeracy and literacy across the school.
	Specialist School Reporting (as required)	Not applicable to this site	
	Improved Outcomes for Gifted Students	Not applicable to this site	
	Primary School Counsellor (if applicable)	The Primary School Counsellor salary was topped up by school funding to .6 and utilised to provide support to students and families as well as implementation of proactive strategies to support all students.	Implementation of Well Being Initiatives across the whole school.