



Renmark West Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Renmark West Primary School Number: 378

Partnership: Renmark Loxton

Name of School Principal:

Judy Cottam

Name of Governing Council Chair:

Sally Kroemer

Date of Endorsement:

School Context and Highlights

2017 has been another busy year for our school with many highlights and events throughout the school year. Once again this year our school was very successful in SAPSASA sporting events and in particular Regional Athletics and Regional Swimming events. This is largely due to some very committed families who support participation in sport and who facilitate our students access to these events. Thank you to Liz for her behind the scenes organisation of SAPSASA events and for liaising with our families.

Our whole school sports day is always thoroughly enjoyed by students and parents and holding it earlier in the year meant that the weather was better for outdoor activities.

Once again our school participated in the Premiers Reading Challenge and many of our students received medals for their participation. Our year 7 students attended the year 7 leadership days and participated in all of the organised activities.

During Book Week students from the junior primary visited the local Renmark Library for Book Week activities. All of these events are organised as a result of staff and parents who meet behind the scenes to ensure their success.

In third term we held our Spring Fair which is a major fundraiser for our school but more importantly a major community celebration and event. The Spring Fair was extremely well attended and the money raised was used to upgrade the swimming pool to make it more accessible for our students. Thank you to the Spring Fair committee that invested many hours to make this a successful event.

Our end of year concert is always a highlight of the school year and well attended by the community. Classes spend weeks practicing their items ready for the performance. Parents and friends of Renmark West come along to enjoy the night and farewell our year 7 students.

This year our staff engaged with Visible Learning as a strategy to improve outcomes across the school. We identified the dispositions of a successful learner and made these explicit to our students. Teachers focused on being specific about the learning intentions and having success criteria for learning in all English and Mathematics tasks set. This work is by no means complete and in 2018 we will continue on our Visible Learning journey building on the training we undertook in 2017. Thank you to Sally who has led our Visible Learning work.

In 2017 we farewelled Rita who has been a leader at Renmark West over the past 10 years, we wish her all the best.

Governing Council Report

2017 Governing Council Chairperson Report

Looking back on 2017 Renmark West Primary School has yet again had another productive and successful year.

In addition to the single intake of our reception students, a large group of year 7 students departing in 2016 and a few families leaving the school for a variety of reasons, enrolments were down compared to previous years. With reduced enrolments, funding from the Education Department was only provided for 6 classes. This left Governing Council with the decision to either operate with 6 classes as funded for 2017 or to use school funds to enable a seventh class. It was agreed that whilst the school remains in a good financial position we would support a seventh class, it would be preferable and beneficial for the students to have smaller class sizes as a result.

Another successful sports day was held with many family and friends attending to cheer on students. This resulted in many star students competing in the Glossop Interschool sports day and then following through to competition in Adelaide.

Communication from the school to families was addressed earlier in the year and a substantial effort has been made to post more information on the school Facebook page including the school newsletter. We believe families are being kept better informed now and appreciate the reminders posted.

This year Renmark West Primary began their participation in the three year 'Visible Learning' program. The program, led by Sally Schwartzkopff, aims to develop students as Visible Learners through teachers adopting and implementing a range of teaching strategies. Staff, students and parents have been involved in identifying the areas for improvement and whilst the program is still in the early stages it is anticipated to result in improved teaching and learning outcomes for students.

The much anticipated Spring Fair was held in September with a brand new and very motivated committee. Fresh ideas were implemented and the "Spring" theme was brought to the forefront of the evening with wonderful and very creative decorations made by the students. I would like to thank the Spring Fair Committee for all of their planning and preparation as well as staff, students and families for supporting the event. Profits raised from the evening were to assist with associated costs of upgrading the swimming pool pump and filtration system to ensure that it was more reliable and accessible to students.

Improvement Planning and Outcomes

As a result of our external review in 2016 the following 4 directions were provided:-

To Improve student achievement, lift expectations of students and develop and implement consistent approaches to pedagogy, assessment and tracking, particularly in mathematics and numeracy.

To provide intellectual challenge, develop the design of tasks and pedagogical practices for 'stretch', while working with parents to support students to use growth mindset dispositions in their learning.

To support students to know how to improve, ensure learning intentions are understood, provide explicit feedback and modelling, and create opportunities for students to engage in goal-setting, in an ongoing cycle of review.

To strengthen student engagement in their learning and throughout the school, align the work of the SRC more closely with the school's priorities, and provide opportunities for all students to be more involved in their learning and assessment within their classrooms.

Two key strategies were identified and utilised to address the directions:-

Engage with Visible Learning and the training offered by Corwin to facilitate classrooms where learning was visible and learner dispositions that facilitate learner improvement.

Engage with Learning Design and Moderation through the participating in the training and development offered through partnership and our SLLIP coordinator.

Our Visible Learning implementation plan included the following outcomes:-

By December 2017 students will have a shared language of learning and will be able to articulate the characteristics of a good learner.

By December 2017 walkthroughs will indicate that learning intentions and success criteria are routinely implemented.

By December 2018 students will have a .4 effect size in the core learning areas as measured by NAPLAN and PAT scores.

By June 2018 teachers will have developed effective feedback about learning across the 4 levels targeted to the students level of proficiency and the learning intentions and success criteria.

Data collected in December and analysed against baseline data collected in term 2 indicates that learning dispositions although introduced are not yet embedded. Learning intentions and success criteria are being used in some classrooms but the practice is yet to be embedded across all classrooms. Strategies in 2018 will need to focus on embedding practices introduced in 2017.

All staff engaged with the learning design and moderation strategy working with teachers across schools to design and moderate tasks in mathematics.

Targets for literacy and numeracy of 75% of students achieving in bands 3, 5 and 7 in the NAPLAN testing were as follows:-

Year 3 63% in reading and 68% in mathematics-target not achieved

Year 5 66% in reading and 80% in mathematics-target achieved in mathematics

Year 7 79% in reading and 75% in mathematics-target achieved in both reading and mathematics

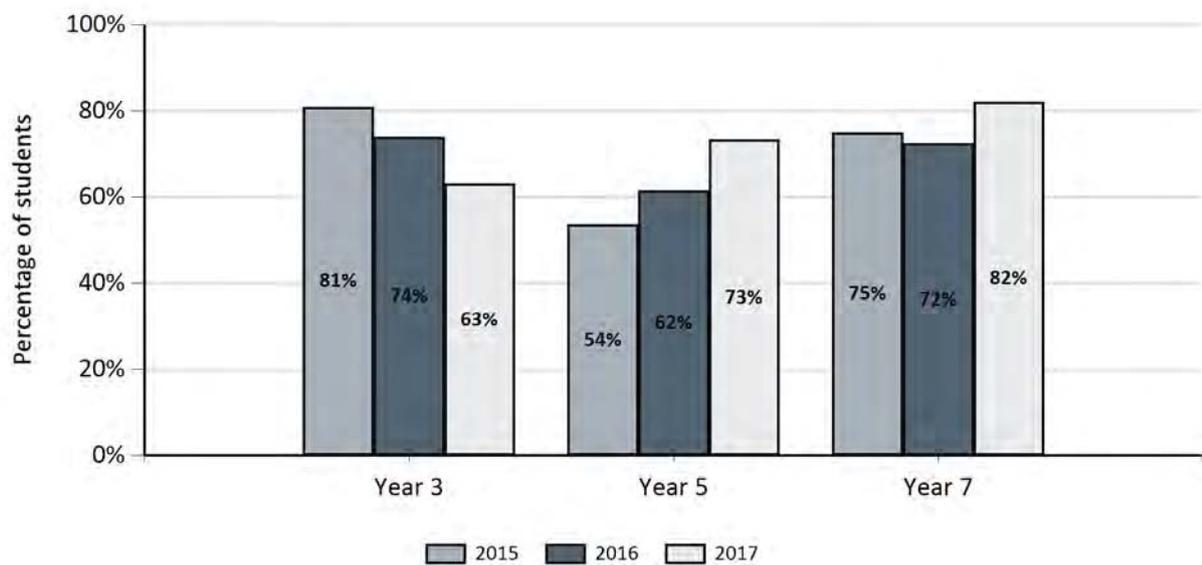


Performance Summary

NAPLAN Proficiency

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

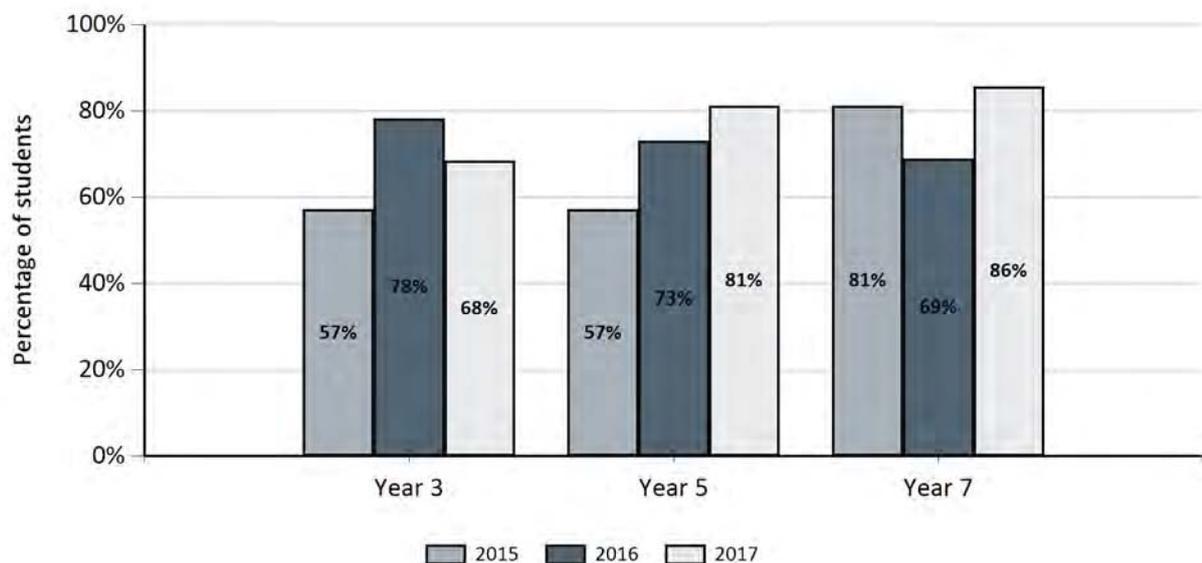
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

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

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

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

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	29%	33%	25%
Middle progress group	50%	37%	50%
Lower progress group	21%	30%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	41%	40%	25%
Middle progress group	41%	60%	50%
Lower progress group	19%	0%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		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 2017	19	19	6	4	32%	21%
Year 3 2015-17 Average	21.0	21.0	6.3	4.0	30%	19%
Year 5 2017	15	16	4	3	27%	19%
Year 5 2015-17 Average	23.0	23.3	4.7	3.0	20%	13%
Year 7 2017	28	28	5	5	18%	18%
Year 7 2015-17 Average	24.3	24.3	4.3	5.0	18%	21%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

2017 results showed improvement in the percentage of students in year 5 and year 7 who are achieving the Satisfactory Expected Achievement (SEA) in both literacy and numeracy. This is an upward trajectory from previous years. The year 3 2017 results showed a reduction in the percentage of students who were achieving the Satisfactory Expected Achievement (SEA) in both literacy and numeracy. The implications of this is a need for a review of practice in the junior primary reception to year 2 prior to the year 3 NAPLAN. Junior primary teachers have been engaging in planning for improvement in 2018 with the intention of improving outcomes for our students. Plans for 2018 will include a focus on improved reading achievement, explicit teaching of comprehension and explicit teaching of text structure and writing at all junior primary levels. Our close relationship with the Renmark West Preschool enables us to utilise their knowledge and expertise in ensuring positive transition to school. The growth of our students as indicated by the year 5 and year 7 NAPLAN results showed significant improvement in growth in numeracy with 100% of our year 7 students having middle to upper level growth from year 5 and 82% of our year 5 students showing middle to upper level growth from year 3. This data reflects the effective practice of our upper primary teachers in facilitating our learners growth.

The data indicates little change in the % of students who are achieving in the upper two bands with an average of 5 students in year 3, 5 and 7 reading and 4 students in year 3, 5 and 7 numeracy achieving in the upper bands. The school needs to continue to focus on intellectual stretch and challenging tasks to facilitate higher level thinking and problem solving.

PAT testing of year 3-7 students in both mathematics and comprehension has shown and improvement in the % of students achieving stanine 5 or above in PAT Maths:-

	2016	2017
Yr 3	53%	58%
Yr 4	29%	74%
Yr 5	52%	55%
Yr 6	44%	70%
Yr 7	19%	64%

Improvement in PAT M results were quite dramatic comparing 2016 with 2017.

In comprehension:-

	2016	2017
Yr 3	45%	59%
Yr 4	30%	75%
Yr 5	40%	37%
Yr 6	72%	68%
Yr 7	55%	75%

Whilst there is some improvement it is not as dramatic as seen in the maths results.

Attendance

Year level	2014	2015	2016	2017
Reception	90.8%	92.6%	93.7%	90.9%
Year 1	93.3%	93.9%	93.2%	90.1%
Year 2	93.8%	93.5%	95.8%	92.0%
Year 3	95.6%	92.8%	93.1%	94.9%
Year 4	95.0%	93.1%	92.7%	92.9%
Year 5	94.1%	94.6%	94.5%	94.2%
Year 6	92.2%	94.8%	93.0%	95.8%
Year 7	92.6%	92.5%	95.0%	93.9%
Total	93.6%	93.6%	93.9%	93.2%

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

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

Attendance Comment

Attendance is down by .7% in 2017 which whilst not a significant amount it places our school 1.8% below the DECD target for attendance. A continued focus on attendance will be incorporated into school improvement plans in 2018.

Behaviour Management Comment

Over the past three years a focus on Play is the Way and the 5 key principles has resulted in improved behaviour across the school. Very few incidents resulting in suspension (2 in 2017) occur and use of office time out as a consequence for poor classroom behaviour is very infrequent. Bullying reports have also decreased over the 3 year period. Friendship and yard issues are resolved through restorative practices with a focus on rebuilding and restoring relationships. Our school enjoys a very positive and supportive culture which supports all students in making good behaviour choices and our focus is on positive relationships for learning.

Client Opinion Summary

19 parents, 10 staff and 103 students completed the surveys at the end of term 3 2017.

Students strongly agreed that teachers expect them to do their best at school and that they feel safe at school (4.6 and 4.3)

Issues identified by the students were in relation to student behaviour and student voice being taken seriously.

All items in the survey scored between 3.5 and 4.6.

In the staff survey the highest scoring items included positive communication with parents, behaviour managed well, school improvement is valued, staff opinions are listened to and teachers motivate students to learn. The lowest scoring items were about the maintenance of the school and working with parents to support student learning. All items scored between 3.8 and 4.8.

Parent surveys confirmed that teachers expect students to do their best, children are safe at school and that students like coming to school. Parents indicated that they feel that their opinions are not taken seriously. All items on the parent survey scored between 3.5 and 4.4.

In 2018 further opportunities to strengthen student voice and the voice of our parent community need to be explored and strengthened.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	10.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	10.0%
Transfer to SA Govt School	39	78.0%
Unknown	1	2.0%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Accurate records regarding criminal history screening are kept and all regular volunteers and staff have current clearances through DCIS.

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	28
Post Graduate Qualifications	9

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	11.0	0.0	3.7
Persons	0	14	0	5

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

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	\$7900.00
Parent Contributions	\$60,446.34
Fund Raising	\$17325.90
Other	\$18322.59

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

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Implementation of Play is the Way and the 5 principles occurs in every classroom. Teachers access training and teach play is the way games to maximise cooperation and collaboration in classrooms.	Reduced use of office time out and suspension for poor behaviour.
	Improved Outcomes for Students with an Additional Language or Dialect	Students who have additional languages or dialects are assessed according to the language and literacy levels. Students who are identified as being at risk in their language development are provided with interventions.	Learning goals for EALD students are monitored and supported.
	Improved Outcomes for Students with Disabilities	Students with disabilities have a negotiated education plan which is review regularly. Goals are set and interventions planned according to the goals. School Services Officers support interventions as required.	Students with disabilities have specific learning goals and these are reviewed.
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	Learning needs of Aboriginal and Torres Straits Islanders are monitored, tracked and reviewed. Students access targeted SSO support as required. Literacy and Numeracy achievement is closely analysed through NAPLAN and PAT testing. School trends are acted upon and school improvement plans include strategies to address identified issues. Bilingual SSO works in class in with withdrawal groups to support Punjabi native speakers	ATSI students achieve SEA in Maths and English. 75% of primary students achieve SEA in maths and english. Improvement plans in place for 2018
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
	Better Schools Funding Specialist School Reporting (as required)	Better schools funding used to engage with Visible Learning Program and to train whole school staff. Impact Coach appointed and Visible Learning plans enacted across the school.	Visible Learning plans developed and baseline data collected.
Other Discretionary Funding	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Well Being leader appointed and supports all school improvement. Well being leader supports improved student voice and engagement in the curriculum	Student data indicates high levels of engagement and strong student voice .