



Renmark West Primary School

2021 annual report to the community

Renmark West Primary School Number: 0378

Partnership: Renmark Loxton

Signature

School principal:

Ms Judy Cottam

Governing council chair:

Darren Schwartzkopff

Date of endorsement:

22 February 2022



Government
of South Australia

Department for Education

Context and highlights

In 2021 we were able to undertake many of the activities that had been challenging in 2020. Students participated in Sports Day, School Camps and overnight sleepovers. A school disco was organised by parents as well as several successful fundraising opportunities that supported improvements to facilities. A Nature Play area was developed and is enjoyed by many students during lunch and recess breaks.

Improvements to facilities were supported by government grants that enabled painting of buildings and upgrades to the student toilets. Further plans for remodelling of the ramp to the resource centre were also undertaken.

2021 was the last year of year 7s in primary schools. This led to a double cohort of students (year 6 and year 7) graduating from the school in December. This was preceded by an extensive transition program which incorporated many visits, teacher observations, along with, primary and secondary combined training and development activities. Our students continued to represent our school in a wide range of sporting activities through SAPSASA and achieved great success across a range of sports.

Staff at Renmark West Primary engaged with the Literacy Guarantee Unit to further develop their understanding of reading and spelling. Training and Development opportunities enhanced school improvement in the area of reading, writing and spelling.

The implementation of Initial Lit across all junior primary classrooms was successfully completed with teachers developing their skills in delivering the program.

Academically, Renmark West Primary School had a highly successful year in 2021 with our students achieving great improvements in both literacy and numeracy testing through NAPLAN and PAT English and Mathematics. Their success was due to the focused work of our staff through the implementation of our School Improvement Plan. We thank our community for their ongoing support and we look forward to continuing our success in the coming year.

Governing council report

It was another year affected by disruption and distraction as lingering challenges produced by Covid-19 were still ever present. It was made difficult to engage and execute plans in and around the school, but not impossible.

There were many positives to take from the year, academically and aesthetically. NAPLAN testing was a highlight for the school with improvement shown and reinforcement of the consistent efforts of staff and students to accelerate learning for all. On behalf of the GC, I would like to thank the RWPS staff for their continued effort and endurance in delivering quality curriculum and education to the students.

The fundraising committee continued their amazing efforts, and many thanks must be given to the loyal, hard-working members of that committee who have persevered and created fundraising opportunities within our school community.

The fundraising money was allocated to 2 projects: the toilets and the sand pit shade structure. The toilets, which have been a focus of the GC to improve and provide a cleaner, brighter, and more pleasant space were freshly painted and the cubicle doors adorned with some positive and motivational quotes for the students. A large shade structure was also installed over the sandpit area and has been a great addition as a shaded play space, offering more than the COLA for students as an option for shaded play. A small nature play space was also developed adjacent to the Greek room, providing an additional play area for students to engage with during break times.

The concert returned to the school this year under somewhat modified conditions but as always was well supported and appreciated by staff, students, and parents alike. There were certainly challenges around the concert but with consultation and collaboration at GC the best compromise was certainly achieved.

Farewells were also a little different this year, with both year 6 and 7 students moving off to high school in 2022. We wish you all the best for your future school journey. Special acknowledgement and farewell to Chloe Jarvis who was a valued contributor to both the fundraising committee and Governing Council. To the staff and students who join us in 2022, we welcome you and hope you enjoy your time here at RWPS.

Quality improvement planning

Goal:-To increase student achievement R-2 in reading.

Target:- In the term 3 phonics screen 19 of our year 1 students will achieve 28 or above which represents 65.5% of the cohort.

70% of our year 1 students were able to achieve 28 or above in the Phonics Screening Test. This was a significant improvement on our previous 50% achievement rate. This success was largely contributable to the effective implementation of Initial Lit across all junior primary classes.

The Initial Lit program was further supplemented with the implementation of Heggarty, a phonemic awareness program, on a daily basis.

Both programs contributed to the success of our students.

Phonics scores for the reception students and the year 2 students indicate significant growth for all junior primary students in their phonic knowledge.

Goal:- To increase the number of students 3-7 who can achieve the satisfactory expected achievement for their year level.

Target:-In 2021 there will be an increase of 10 students who are able to achieve satisfactory expected achievement in the PAT reading test 3-7 in term 3.

90% of our students from year 3 to year 7 were able to achieve satisfactory expected achievement in the PAT reading test this was significantly higher than previous years and we easily achieved our target for the increase by 10 students. Our success was largely contributable to the work undertaken by staff over the past 3 years to improve reading across the school.

Goal:-To increase our students achievement in the writing

Target:-75% of our students 3-7 will achieve a Brightpath score at or above what is expected for their year level.

Through the implementation of Brightpath and a focus on writing 69% of our students achieved 40 points or more of growth, which is the expected growth for 12 months of learning. Whilst we did not reach the anticipated target of 75% in NAPLAN writing, 67% of our year 7, 73% of year 5 and 100% of our year 3 students achieved above the National Minimum Standard.

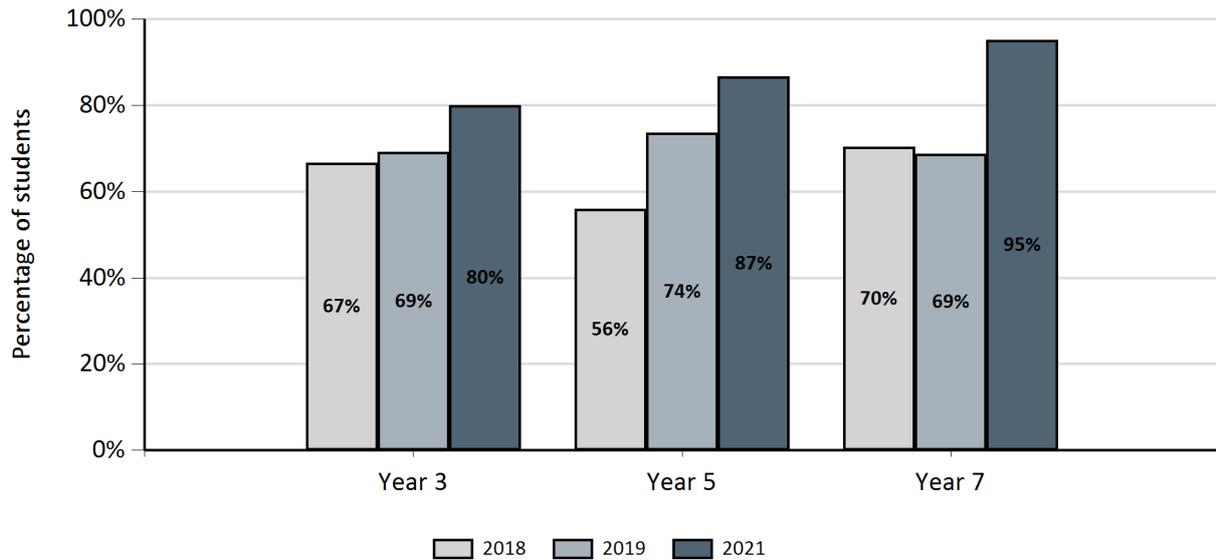
We will continue to focus on writing in 2022 through the implementation of the units of work moderated through the Brightpath tool.

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

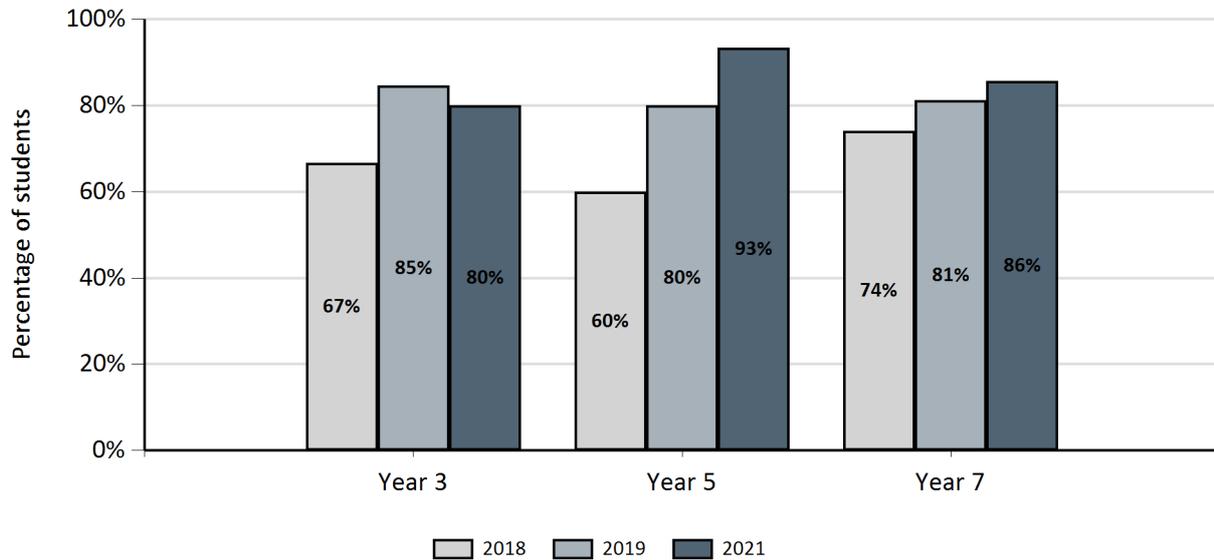


*NOTE: No NAPLAN testing was conducted in 2020.

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 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 2021.

*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 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	*	39%	33%
Middle progress group	60%	56%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	53%	63%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	20	20	10	4	50%	20%
Year 3 2019-2021 Average	16.5	16.5	7.5	4.0	45%	24%
Year 5 2021	15	15	3	2	20%	13%
Year 5 2019-2021 Average	17.0	17.5	4.5	3.0	26%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

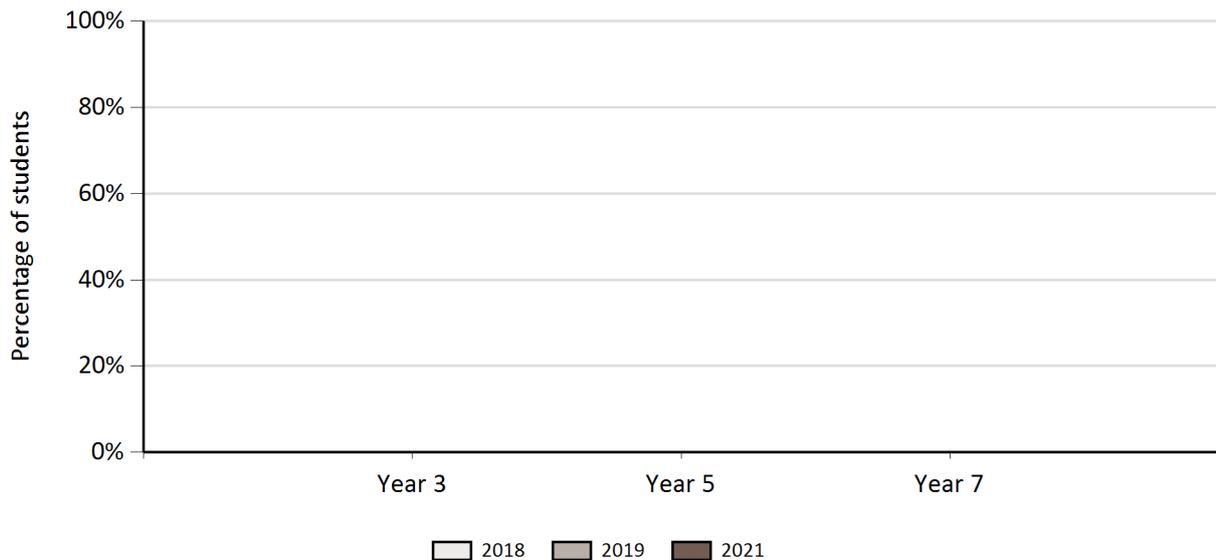
[^]includes absent and withdrawn students.

*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



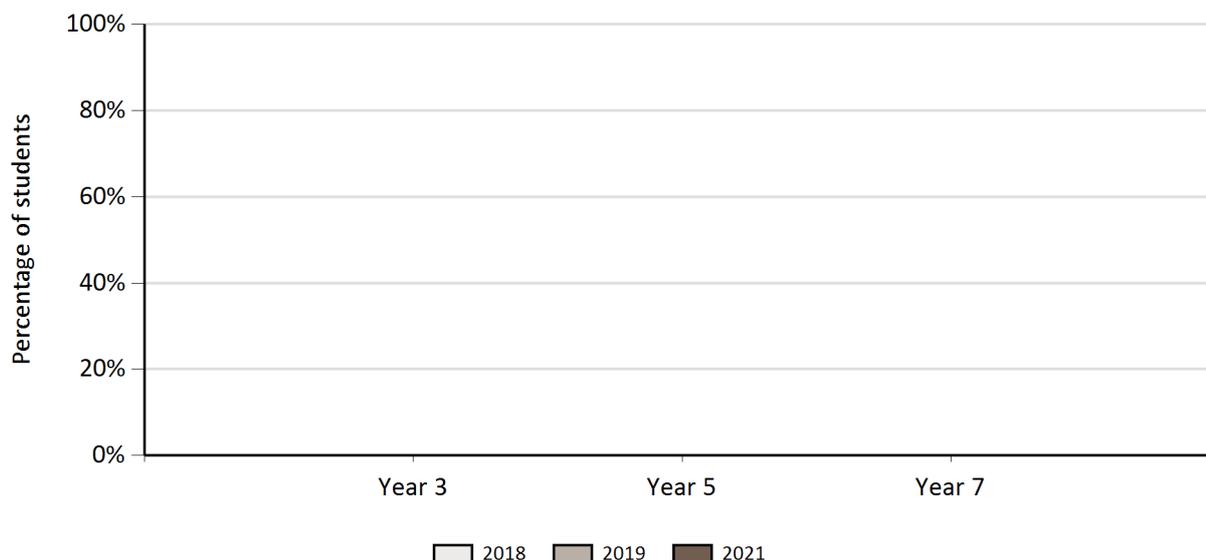
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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, August 2021.

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, August 2021.

*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, August 2021.

*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, August 2021.

[^]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: Tracking & Monitoring

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

Tracking and monitoring of aboriginal students across the school to monitor progress, inform interventions and track progress within the one plans.

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

Interventions resulted in improved literacy outcomes for all aboriginal students including reading levels, spelling and phonic knowledge.

School performance comment

The school continued its improvement trajectory in Reading and Numeracy in 2021.

In NAPLAN Reading improvements were seen in year 3, year 5 and year 7 results with students scoring above the previous years levels.

80% of year 3 students, 87% of year 5 students and 95% of year 7 students were able to achieve a satisfactory expected achievement in reading. These were significant improvements on previous years and reflected the focus of the work accomplished by the staff through the school improvement process.

In reading 81% of students made middle to upper level progress in their results.

In NAPLAN numeracy, similar results were achieved. Students in year 3, year 5 and year 7 showed significant improvements from previous years. 80% of year 3, 87% of year 5 and 95% of year 7 students achieved satisfactory expected achievement in numeracy. This was also a significant improvement on previous years and also indicated significant growth for cohorts.

In Numeracy as with reading 81% of students showed middle to upper level growth in their NAPLAN scores.

Higher Bands achievement

Higher bands achievement in reading was greater than in numeracy and this reflected the school improvement work undertaken over the previous three years.

50% of year 3 students achieved in higher bands in reading whilst only 20% achieved in higher bands in numeracy.

This was also the case for year 5 students with 45% achieving in higher bands for reading but only 24% in numeracy.

In year 7 16% achieved higher bands in reading while 22% achieved higher bands in numeracy.

The focus of school improvement over the next 3 years will include a focus on improving our higher band achievement from year 3 to year 5.

Attendance

Year level	2018	2019	2020	2021
Reception	90.6%	88.2%	90.6%	89.7%
Year 1	91.6%	90.2%	86.2%	90.5%
Year 2	92.7%	93.8%	88.2%	90.4%
Year 3	93.0%	92.8%	90.6%	93.2%
Year 4	93.9%	92.8%	91.6%	91.6%
Year 5	86.7%	91.7%	91.7%	92.8%
Year 6	86.9%	91.2%	91.9%	92.9%
Year 7	93.4%	95.8%	88.6%	90.4%
Total	91.2%	91.9%	89.9%	91.3%

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

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

Attendance comment

Attendance continued to track above 90% for all year levels except for the reception cohort who had 89.7% attendance. This high level of attendance was not impacted by the COVID requirements to stay home if unwell. Teachers continued to contact families of students who were not in attendance for three days following up on reasons for non attendance. Letters were written to families of habitual and chronic non attendance offering support to improve attendance of students. Attendance reports were provided to families at the end of term 2 and term 4 reporting each student's attendance rate.

Behaviour support comment

We had no incidents of bullying in 2021 however we worked closely with individuals who had had engaged in 1 off acts of being unkind to make sure that these acts didn't turn into bullying. Students involved were counselled using restorative practices to rebuild relationships, re-establish trust and assure that the behaviour was not repeated. We had 29 behaviour incidents perpetrated by 14 students in 2021; 6 suspensions, 8 internal suspensions, 12 office time outs and 3 take homes. 75% of all behaviour incidents were perpetrated by 4 children. Their behaviour improved throughout the second part of the year as individual behaviour plans were modified, individual yard supervision was introduced and effective clam down spaces utilised.

Parent opinion survey summary

39 out of 115 (33%) families responded to the parent opinion survey.

Results indicated that 33 of the 39 believed that people in our school respected each other. Most parents (28) were aware of the schools expectations of students and believed that teachers were supporting their children to achieve success.

Comments in regards to communication continue to be an area for growth for our school. Parents indicated that they liked the use of the class Dojo to keep parents informed about classroom and school activities. Parents indicated that the Dojo or other App might be used to continue to provide more information to parents.

In 2022 school processes will be updated to increase parent communication in regards to behaviour issues and school activities to address concerns about communication.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	30	96.8%
VI - LEFT SA FOR VIC	1	3.2%

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

All screening requirements are met by all staff at the school. Working with Children checks are completed in a timely way. A register of volunteers who hold appropriate screening documents is maintained by the school.

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	17
Post Graduate Qualifications	6

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	0.0	11.6	0.0	5.7
Persons	0	13	0	9

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

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$3,000
Parent Contributions	\$59,839
Fund Raising	\$2,831
Other	\$60,250

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	School Wellbeing Leader worked with staff and students to improve student behavior and our students ability to self regulate and participate in the classroom program. This included implementation of Berry Street.	Behaviour management data indicated improved participation of students.
	Improved outcomes for students with an additional language or dialect	Bilingual SSO was employed to support Punjabi students across the school and engage families. She worked with withdrawal groups and within classrooms to support these learners.	Parents were kept informed about learning and students were supported to improve
	Inclusive Education Support Program	Funding was used to support students with significant needs through 1:1 and small group interventions with SSOs. Programs were aligned to classrooms and aimed at the individual skills that students needed to learn.	Students who accessed interventions made significant progress.
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	Funding enabled class sizes to be kept at a manageable level particularly in the junior primary. SSOs provided both in class and out of class support for students with learning needs. Support was tailored to the needs of individual students. All achievement was monitored and improvement was significant for students accessing the support.	Students demonstrated significant improvement in literacy as a result of accessing support both within and outside of the classroom setting.
Program funding for all students	Australian Curriculum	Funding enabled staff to access a range of training and development opportunities both within the school and from outside agencies. Staff worked with the Curriculum lead to monitor implementation of the curriculum.	Implementation of the Australian Curriculum and mapping of outcomes.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Funding was used in line with school improvement plans to provide release for teachers to implement the actions within the plan.	Percentages of students achieving satisfactory expected achievement was high.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable

