



# Renmark West Primary School

## 2022 annual report to the community

Renmark West Primary School Number: 378

Partnership: Renmark Loxton

Signature

School principal:

Ms Judy Cottam

Governing council chair:

Darren Schwartzkopff

Date of endorsement:

20 January 2023



Government  
of South Australia  
Department for Education

## Context and highlights

2022 was an unusual year with flooding in the Murray and some very unusual weather patterns which impacted on the local community and caused a great deal.

However 2022 saw a greater return to normal operations for our school. We were able to organise and run most of the activities that we would normally have during the school year.

Our 150 students were placed in 6 classes and our students benefitted from a full year of teaching and learning opportunities. Once again our students participated in the NAPLAN testing in term 2, and PAT testing in term 3. All our classes had a focus on curriculum implementation and the new Units of Work offered by the Department for Education. Our junior primary students continued with the Initial Lit program with intervention and support offered for those students who needed additional help in learning to decode. Our team of SSOs also supported students who required additional assistance in mathematics.

A range of excursions were organised by teachers including a camp to Cullulleraine for our year 4/5 students. The 5/6 students enjoyed a visit to the 4x4 park. Due to the high cost of petrol/diesel the cost of buses made camps and excursions very expensive in 2022.

We continued to upgrade our facilities and a new entrance was built for the Resource Centre taking away the old ramp. The front doors in the main building were upgraded providing a new look to the reception area. We are still awaiting news about the carpets and roof of the main building which require a significant input of money in order to be updated. Significant rain during the year caused damage to ceilings in the reception class and the resource centre. These leaks have been addressed.

A wide range of sporting activities were offered during the school year through SAPSASA as well as a whole school sports day which was held over two days for the first time this year. The first day focused on athletics events and all of our students from 3-6 participated. The second day was a Games Day held at Renmark West which included the junior primary students and older classes enjoying a day of fun and participation. The day was well attended by parents and community members who came along to enjoy the fun.

In the fourth term all our classes prepared items for the end of year concert. This event returned to an evening time slot and was well attended by the community.

At the end of 2022 we farewelled Julie Andt who has been an SSO at the school for many years. We thank her for her amazing service to Renmark West Primary. Christina Eustice will also be leaving our school and relocating in Adelaide. We wish her all the best for her future. We also farewelled Martin Barber and Kirsty Gill who have been at the school for the last 2 years. This was also my final year as principal at Renmark West. I thank all those members of the community who have been so supportive over the past ten years and wish you all well for the future.

## Governing council report

Another year past, at a seemingly rapid pace. COVID was still affecting the school landscape with the year start having a different look to normal and some classes beginning the year learning from home.

Positive achievements were made throughout the year in numerous aspects of Renmark West Primary School including, our student NAPLAN results, achieving some of our School Improvement Plan (SIP) targets across the school, upgraded ICT connectivity throughout the site, school representation in many sporting events and another successful Colour Fun Run.

The fundraising committee again continued their amazing efforts, and many thanks must be given to that committee's hard-working members who have created fundraising events within our school community. Not only were these events fun for the students, but they also provided opportunities for the community of the school to come together.

The year ended with a well-attended School Concert seeing each class perform for their families and friends. We farewelled another class of year 6 students as they graduated from primary school and wish them fun, challenge and success in their future school journey.

On behalf of Governing Council, I wish the staff and families who are finishing their time as part of the Renmark West community well. Thank you for your involvement in the school. Special mention must be made of three long time Renmark West Primary School staff who leave us at the end of this year: Judy Cottam, Christina Eustice, and Julie Andt. We wish you all the best in whatever your journey holds for you next. Thank you for your contribution.

On a personal note, this is my last report as Chairperson of the Governing Council, after being a member for five years. Governing Council is a wonderful way to contribute to the decision making of the school and I encourage people to become involved. To those parents and staff involved in Governing Council this year, I sincerely thank you for your efforts and your support.

I wish the Renmark West community all the best for 2023 and beyond.

Sincerely  
Darren Schwartzkopff

# Quality improvement planning

To increase the number of students with higher level achievement in reading.

This year our improvement work focused on achievement in the higher bands. This was a new emphasis for us.

The strategies we utilised were: -

Implementation of Initial Lit in the junior primary

Implementation of the Units of Work for English in the primary.

A regular focus on guided and reciprocal reading in the primary.

Joint professional learning teams with Renmark North to plan collaboratively for improvements in our classroom practice.

Targets for 2022

35% of year 3 (9 students) will achieve in the higher bands for NAPLAN English.

35% of year 5 (8 students) will achieve in the higher bands for NAPLAN English.

70% (17 students) will achieve 28 or above in the phonics screen test in term 3.

60% (12 students) in year 4 will achieve a scale score above 115

60% (12 students) will achieve a scale score above 125.

Two of our targets were achieved with 75% of our year 1 students scoring 28 or above in the Phonics screen and 60% of our year 4 students scoring 115 or above in the PAT testing in term 3.

Seven of our year 3 students were able to score in the higher bands but only 4 of our year 5 students scored higher bands for Reading.

In 2023 we will continue to focus on higher band achievement for our students and the implementation of the Units of Work. Teachers have greatly improved in their confidence and ability to plan using the Units of Work and will continue to build on this in 2023.

What did we actually achieve:-

33% of year 3 students (7) 28% (4) year 5 students achieved higher bands in English (Not Achieved)

75% of students in year 1 scored 28 or above in the phonics screen testing (Achieved)

60% of year 4 students achieved greater than 115 in the PAT reading test (Achieved)

47% of year 6 students achieved greater than 125 in the PAT reading test (Not Achieved)

To increase the number of students with high level achievement in mathematics.

This was the first year that we have had a focus on improvement in mathematics.

Strategies utilised included:-

A focus on the Big Ideas in number in the junior primary

Implementation of the Units of Work in mathematics in primary.

Implementation of Essential Assessments to provide pre and post assessment of mathematics concepts.

Professional Learning Teams with Renmark North to support collaborative planning and improvement in classroom practice.

The introduction of Number Talks to develop flexibility with number and mental maths agility.

We experienced many barriers in this work in 2022 including the availability of TRTs to support professional development in maths. Teachers had difficulty implementing the units of work but over the year have improved in their confidence with this resource.

Targets for 2022

30% of students in year 3 (8 students) will achieve in the higher bands mathematics.

30% of year 5 (7 students) will achieve in the higher bands mathematics.

70% (15 students) in year 4 will achieve a scale score of 120 or above in PAT maths testing

60% (10 students) in year 6 will achieve a scale score of above 125 or above in PAT maths testing

What did we actually achieve?

8% of year 5 (1) 24% of year 3 students (3) achieved higher bands in maths (Not Achieved)

70% of year 4 students achieved a scale score of 120 or above in PAT Maths (Achieved)

59% of students in year 6 achieved a scale score of 125 or above (Nearly Achieved)

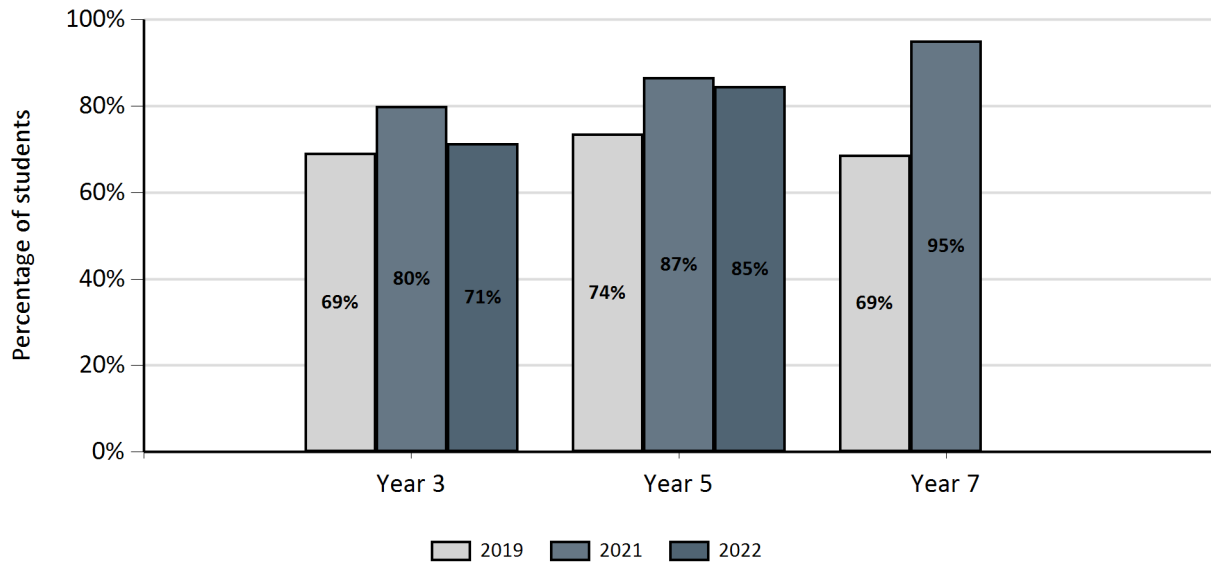
NAPLAN being in second term was very early in the school year and there had not been enough time for us to see an impact on our student's learning in maths. By 3rd term when we conducted the PAT testing in mathematics our year 4 and year 6 students were able to score more highly than they had previously achieved.

# 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

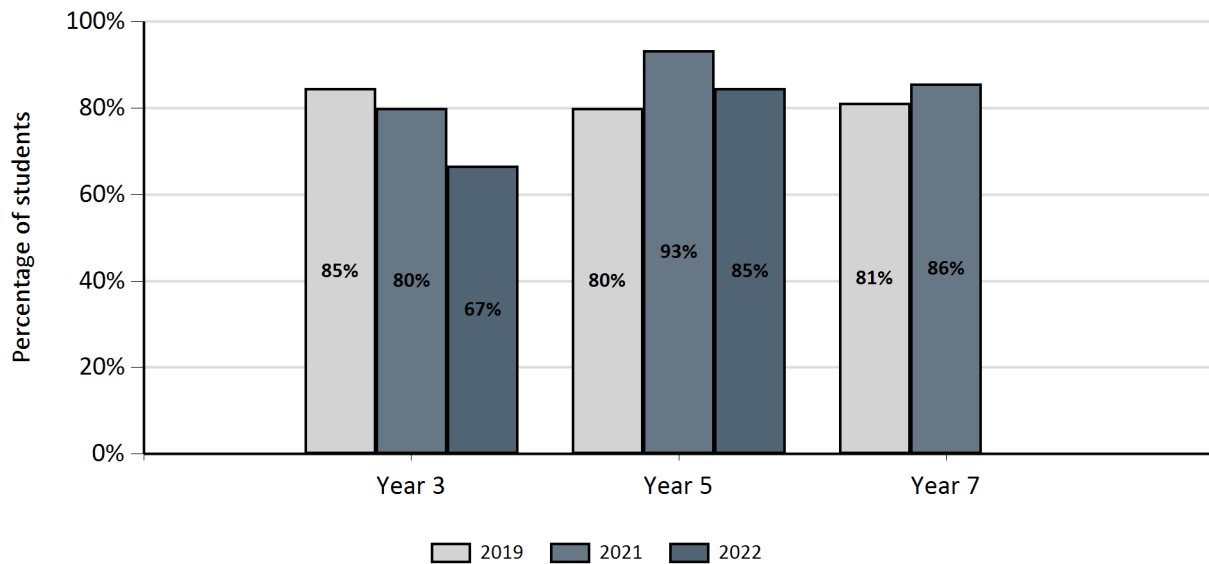


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	21	21	7	5	33%	24%
Year 03 2021-2022 Average	20.5	20.5	8.5	4.5	41%	22%
Year 05 2022	13	13	4	1	31%	8%
Year 05 2021-2022 Average	14.0	14.0	3.5	1.5	25%	11%
Year 07 2021-2022 Average	21.0	21.0	4.0	5.0	19%	24%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

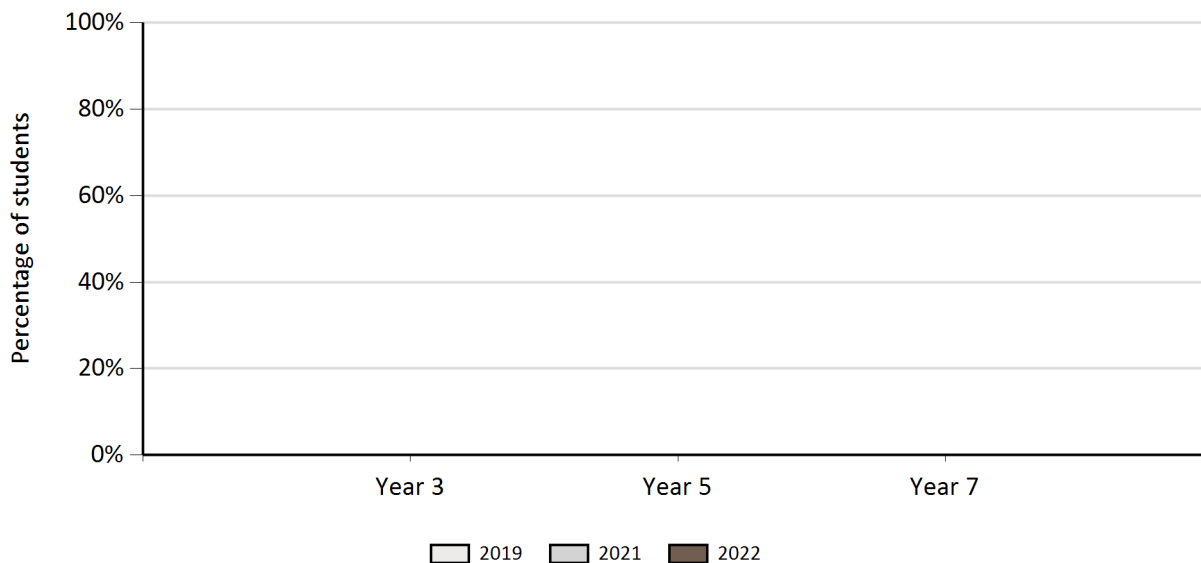
<sup>^</sup>includes absent and withdrawn students.

\*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



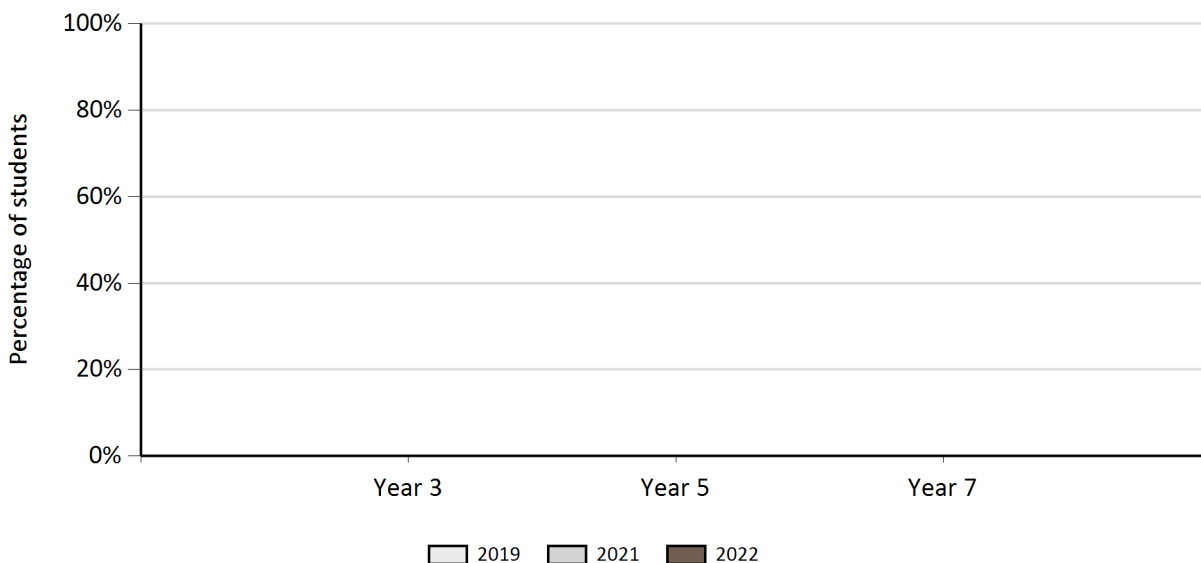
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>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 2022: Data Informed Planning

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

Through the use of Essential Assessments we were able to monitor through pre and post testing our students ability to understand number concepts within the curriculum.

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

We have 8 aboriginal students within the school ranging from Reception to Year 6. All of these students are at standard expected achievement for their year level in English. 3 of these students access additional support for achievement in mathematics using funding through APAS. Each of our aboriginal students has a one plan which identifies goals in both English and Maths and is negotiated with parents and care givers at the start of the school year.

# School performance comment

NAPLAN testing occurs early in term 2 after only one term in year 3 and one term in year 5. Therefore the scores achieved are more a reflection on previous year levels than on the year 3 or year 5 teachers.

68% of our year 3 students and 79% of our year 5 students were able to achieve the 'standard expected achievement' in reading in NAPLAN 2023. This was slightly less than 2021 but more than 2019.

21% of our year 3 students 14% of our year 5 students achieved in the higher bands. Higher band achievement was a focus for our school improvement work in reading. We will continue to build the capacity of our students to achieve in the higher bands.

Reading has been a focus of our school improvement for the past 3 years and continues to be part of our School Improvement Initiatives for 2023.

In mathematics, 64% of our year 3 students and 79% of our year 5 students were able to achieve the standard expected achievement. Mathematics has become a focus for our school improvement work in 2022 and is still in the early stages of improvement. Both the year 3 and year 5 percentages for standard expected improvement were down from 2021 and 2019. This emphasizes the need for further work in this area in future years.

Whilst our improvement foci were on higher band achievement only 21% of year 3 students and 14% of year 5 students scored in the higher bands.

On the whole our students scored better in the PAT testing than they did in the NAPLAN testing in term 2.

In both PAT reading and PAT mathematics 80% of our students were able to achieve standard expected achievement.

75% of our year 1 students were able to achieve a score of 28 or above in the phonics screen in term 3. This is as a result of the focused work that we have done with InitialLit across the R to year 2 level. The continued implementation of this program should support continued success in the phonics screen testing.



# Attendance

Year level	2019	2020	2021	2022
Reception	88.2%	90.6%	89.7%	80.1%
Year 1	90.1%	86.2%	90.5%	80.2%
Year 2	93.9%	88.2%	90.4%	85.8%
Year 3	92.8%	90.6%	93.2%	76.4%
Year 4	92.8%	91.6%	91.6%	83.9%
Year 5	91.7%	91.7%	92.8%	86.8%
Year 6	91.2%	91.9%	92.9%	85.8%
Year 7	95.8%	88.6%	90.4%	N/A
Total	91.9%	89.9%	91.3%	82.5%

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

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

## Attendance comment

Attendance rates for our school were less than previous years. This was largely due to the messaging around COVID symptoms and encouraging our students to stay home if they were unwell. As a result of this our attendance dropped across all year levels by 5-10%.

In third and fourth term we began regular phone calls to the parents of students who were not at school and had not informed us about the reason. This resulted in an improvement in attendance during the last 2 terms.

Whilst we do not want to be the source of COVID infection we recognise the importance of regular attendance at school.

## Behaviour support comment

Most behaviour issues in 2022 were linked to students with disabilities and students who have difficulties in self regulating.

There were 8 suspensions during the year which were linked to 7 students and all in response to incidents threatening the well being and safety of others.

Take home was also used on 9 occasions where students had lost their ability to self regulate and needed time away from the site to regain control.

In response to issues around self regulation staff commenced training with the occupational therapy team to develop deeper understanding of the issues involved in self regulation. The Well Being leader continued to reinforce the 5 point scale with whole classes and students who were having difficulty self regulating.

Teachers implemented class based behaviour support programs to build and maintain classroom management.

Classroom Dojo was used to positively reinforce behaviour and provide parents with information about how their child was participating in the classroom.

# Parent opinion survey summary

Of 144 students 43 parents responded to the parent survey. Overall the results were disappointing in comparison to previous year with a small percentage of parents who indicated that they disagreed or strongly disagreed to statements but an increase in the number of parents who indicated that they neither agreed nor disagreed which would suggest that they were unsure of the statement and uncertain about how to answer.

A common theme in the parent survey seemed to be about the way in which the school was communicating with parents. Parents indicated that there was not enough communication or that this communication was not effective. This statement came despite fortnightly online and in paper form newsletters, classroom Dojo for all classes, Facebook page and SMS messaging to keep parents informed. Parent teacher interviews in term 1 were held to ensure parents were aware of issues or difficulties that were likely to arise.

Parents felt they did not know what the expected standard was for their child and wanted more information in respect to this. They also felt that they were not encouraged to support their child to learn or received useful learning tips to support their child.

In 2023 staff will need to reflect on the kinds of communication offered by the school and be prepared to modify this to better meet the needs of the school community. Parents particularly want information from their child's classroom teacher in respect to what is being taught and how they can support this work.

This result was also linked to the COVID outbreak and the way in which parental involvement changed at the height of the infection. In 2023 teachers can confidently encourage parents to become more involved in the school and in their child's learning.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	13.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	19	86.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All staff have appropriated screening checks. Parents and community members who are actively involved in supporting school events also have the necessary screening checks.

# 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 2022 .

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 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$5,400
Parent Contributions	\$36,568
Fund Raising	\$6,156
Other	\$0

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

## 2022 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 2022 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	Well Being and Engagement leader monitors progress of students in English and Mathematics and works with teachers to develop one plans to support improvement in these areas. The well being leader liases with families to ensure the well being of all students and to support students to self regulate at school.	83% of students from year 1 to year 6 were able to achieve a scale score at the standard for their year level in Mathematics in PAT testing in term 3. 81% of students from year 1 to year 6 were able to achieve a scale score at the standard for their year level in English in PAT testing in term 3. Parents and families were provided with agency support within the community through the work of the Well Being Leader.
	Improved outcomes for students with an additional language or dialect	A bilingual SSO provided support for Punjabi students in the school. Over 3 hours per week she provided small group and individual support to these students and liased with the Punjabi parents and community.	All Punjabi students accessed support and were able to improve on their learning outcomes in Mathematics and English.
	Inclusive Education Support Program	Wave 2 and Wave 3 interventions were organised to support students with significant learning needs and barriers to learning. A one plan was developed for each of these students which incorporated individual goals negotiated with students, parents and teachers.	Monitoring indicates that all students made significant progress as a result of the interventions. Whilst some of these students are still not at a Standard Expected Achievement their continued involvement in interventions has resulted in progress towards the Standard Expected Achievement.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	SSO support was provided for tier 2 and tier 3 interventions for students identified through school based assessment and testing. Students accessed regular and targeted support linked to One Plans with clear goals and targets.	81% of our students were able to achieve a Standard Expected Achievement in the English PAT testing in term 3. 83% of our students were able to achieve a Standard Expected Achievement

Program funding for all students	Australian Curriculum	Funding was used to build the capacity of teachers to plan and implement the Units of Work published by the Department of Education. Teachers were provided with release time to work with staff from a nearby school in professional learning communities to work collaboratively on high impact teaching strategies and implementation of the units of work.	All primary teachers implemented units of work in mathematics and english. Teachers mapped the curriculum against scope and sequence and identified ways of adapting and adopting units of work for composite classes. Junior Primary teachers entered and familiarisation phase with newly published units of work linked to the Australian Curriculum. In 2023 teachers in both junior primary and primary will implement the units of work in mathematics.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Better schools funding was used to support our school improvement initiatives in english and mathematics. TRT release for teachers to attend PLC sessions with teachers from a neighbouring school was supported by Better Schools Funding.	Our teachers implemented curriculum units linked to the Australian Curriculum. School Services Officers supported students with disabilities and learning difficulties to develop their skills toward achieving the standard expected achievement.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable