



Tanunda Primary School 2018 annual report to the school community



Government
of South Australia
Department for Education

Tanunda Primary School Number: 427

Partnership: Barossa Valley

Name of school principal:

Michelle Barnes

Name of governing council chair:

Sonya Carmody

Date of endorsement:

20th March 2019

School context and highlights

Tanunda Primary School is located on the outskirts of Tanunda, in the Barossa Valley wine-growing area. Our school was rebuilt in 1998 and our facilities provide many opportunities for exciting learning. Our school motto, 'Together We Achieve', reflects the spirit of our school. We place great importance on developing positive partnerships with our school community by being friendly and approachable, and valuing and encouraging family involvement in their child's education. Learning programs extend beyond the classroom and students have opportunities to follow their interests and to challenge and extend themselves through special programs such as environmental and garden clubs, lunchtime activities, peer mediation, instrumental music and choir.

The Tanunda Disability Unit is co-located on our school site and caters for students with intellectual and multiple physical disabilities. This regional facility is an integral and valued part of our school and we actively support inclusion programs for students from the Disability Unit.

In 2018 the school began the year with 445 students in mainstream and 38 enrolments in the disability unit, a total of 483 students. This was the largest number of enrolments in Tanunda Primary's history, and a capacity management strategy was introduced to help manage enrolment demands.

There were a large number of highlights & special events during 2018. These included:

- Completion of our STEMworks Project
- ABLES implementation
- Whole School Art Exhibition
- Expanded School Leaders Program
- Recycling Programs Launch
- Anzac & Remembrance Day Services
- Sports Day & District Athletics Day
- Swimming Lessons
- Spring Fair
- Casual Days
- Student Led Assemblies & Performances
- Harmony Day
- SAPSASA Involvement
- Colour Run
- Book Week Celebrations & National Read Aloud Day

Governing council report

The Tanunda Primary School & Disability Unit's Governing Council has worked hard to represent the parent voice in the governance the school this year. Our focus has been on supporting the school's improvement agenda, which has included learning improvement, facilities upgrades and ensuring equity for all students.

2018 was a very successful year, with enrolment numbers continuing to grow and a wide range of whole school events being enjoyed by the school community, including a Colour Run, Spring Fair, Sports Day and Book Week.

As a council we have also been proud to oversee a range of new programs and initiatives including:

- * a new STEM building
- * an extension to our Library facilities
- * the purchase of new technology resources
- * a grounds redevelopment project
- * a whole school art exhibition
- * multiple fundraising activities

We extend our gratitude to the many parents and volunteers who commit their time and energy to supporting the school and its students. Additionally, we thank all staff for their on-going hard work in ensuring students have access to a broad range of learning opportunities and a quality educational program.

We look forward to working with the school community in 2019 and continuing to improve the learning opportunities for the students of Tanunda Primary School & Disability Unit.

Sonya Carmody
Governing Council Chair

Improvement planning and outcomes

Our planning for 2018 was guided by our partnership improvement foci, and informed by site analysis of a range of internal and external performance measures, including NAPLAN, A to E grade data, and Progressive Assessment Tests in Comprehension and Mathematics.

Our analysis included results & data trends emerging over 2015, 2016 & 2017 and in, collaboration with staff & governing council, two improvement priorities were identified.

In numeracy, our priority was to extend children's thinking skills and increase the level of challenge within Mathematics tasks. Our key strategy was to improve learning design and support teachers to consistently implement high quality mathematics tasks. The appointment of a LDAM leader & provision of release time for all teachers ensured that targeted support was given to enable teachers collaboratively plan, assess & moderate numeracy tasks. We also simplified and refined our R-7 Numeracy Agreement, committing to a consistent numeracy block structure, and incorporating learning intentions and success criteria into all lessons. Students were also supported to set personal goals for further learning and monitor their individual progress. TooSmart & QuickSmart intervention programs were also implemented at Year 2 & Year 5/6 respectively.

Professional Development activities included:

- leadership & peer observations
- training & development sessions, focussing on formative assessment, learning design, Big Ideas in Number, Thinking Maths, Mental Routines & ABLES
- collaborative moderation activities, at both site & partnership level

Performance measures included NAPLAN data, PAT M results and A-E grades for moderated numeracy tasks, with excellent results evident through comparative data analysis at each year level. Scorelink & partnership spreadsheet proformas were used to track & monitor student progress, with data sets used to inform intervention strategies.

In literacy, our priority was to promote higher levels of achievement in writing across the Reception – Year 7 age range. Our key strategy was to focus on the explicit teaching of writing strategies to support students to produce high quality writing across a range of genres. Students were encouraged to set personal writing goals, and formative assessment was used to provide feedback to students during the writing processes. Collaborative moderation occurred in Terms 2 & 4, to inform teacher judgements and reporting.

Professional Development activities included:

- leadership observations & performance conversations
- training & development sessions, focussing on the Language & Literacy levels, Sheena Cameron, PM Writing Resources, formative assessment, and learning design.
- Site based collaborative moderation activities, referenced against the Australian Curriculum literacy progressions, NAPLAN Writing Marking Guide and the Language & Literacy scales.

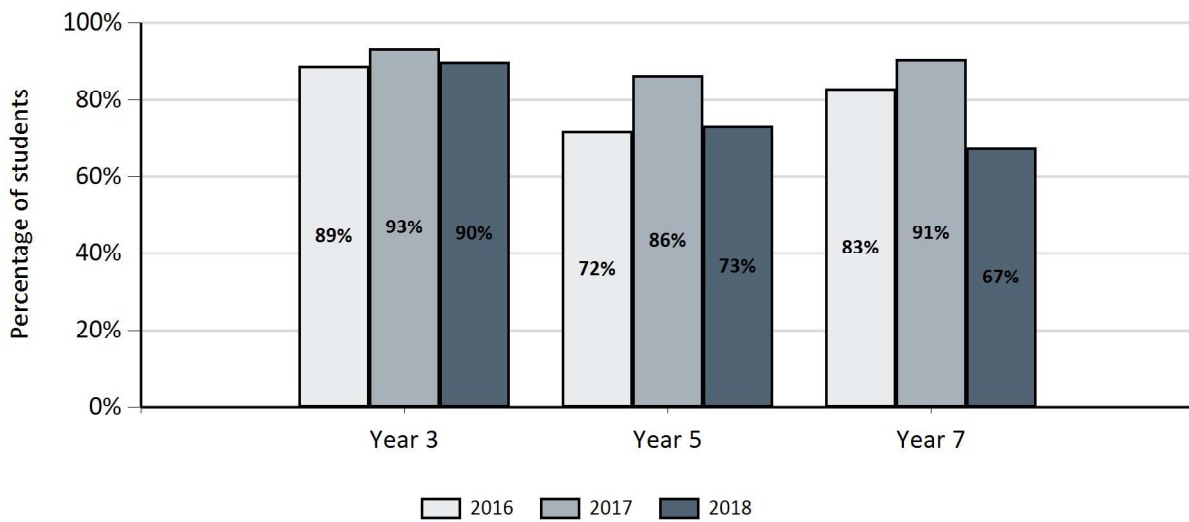
Performance measures included NAPLAN data, and A-E grades for moderated writing tasks in Terms 1 & 3. Despite positive results, extensive analysis of 2018 NAPLAN data identified that a continued explicit teaching focus on writing, particularly in structuring texts for an audience, will need to be an ongoing priority for 2019.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

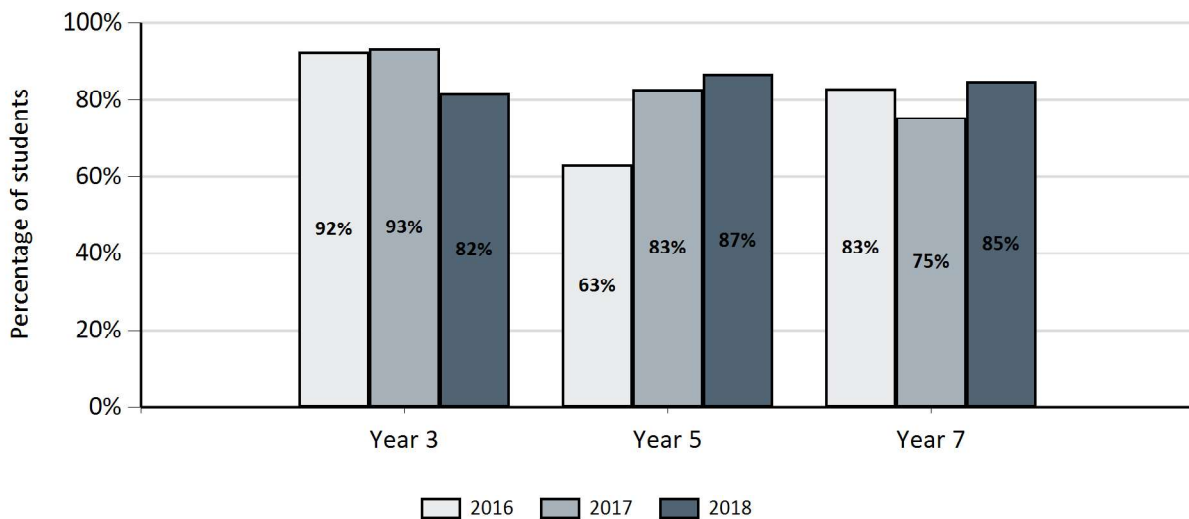
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	31%	32%	25%
Middle progress group	49%	44%	50%
Lower progress group	20%	24%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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)
Upper progress group	50%	32%	25%
Middle progress group	38%	56%	50%
Lower progress group	12%	12%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	60	60	30	15	50%	25%
Year 3 2016-18 average	52.7	52.7	24.3	16.0	46%	30%
Year 5 2018	67	67	20	21	30%	31%
Year 5 2016-18 average	54.7	55.0	16.3	14.0	30%	25%
Year 7 2018	46	46	8	11	17%	24%
Year 7 2016-18 average	46.7	46.7	10.3	13.0	22%	28%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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

Our Writing Targets for were:

- Achieving the equivalent or surpassing the results of Category 6 (Index of Disadvantage) schools in Writing. (Target achieved Year 3 (88% against IOD 85.4%), Years 5 (75% against IOD 73%) & Year 7 (65% against IOD 63%).

- o Year 3 – students will equal, or surpass, the number of students in the high bands compared to Index of Disadvantage. (Target achieved (30% against IOD 29.5%))

- o Year 5 – the percentage of students retained in high bands is improved against the historical performance range (Target achieved (9% against IOD 8%))

- o Year 7 – the percentage of students retained in high bands is improved against the historical performance range (Target not achieved (7% against IOD 14.5%))

- Increased percentage of students receiving A-C Grades in moderated writing tasks between Term 1 – 3 2018. (Target achieved at all year levels)

Our Numeracy targets for 2018 were:

- Achieving the equivalent or surpassing the results of Category 6 (Index of Disadvantage) schools in Numeracy. (Target achieved Years 5 (87% against IOD 85%) & Year 7 (85% against IOD 85%)). Target not achieved Year 3 (82% against IOD 84.2%)

- Achieve equal or surpass the growth expectations of all students participating in 2016 & 2018 NAPLAN Numeracy Test:

- o Year 3 – students will equal, or surpass, the number of students in the high bands compared to Index of Disadvantage. (Target not achieved - 27% compared to 34.1%)

- o Year 5 – the percentage of students retained in high bands is maintained or improved against the historical performance range (Target achieved - 87.3% against historical average of 50.9%)

- o Year 7 – the percentage of students retained in high bands is maintained or improved against the historical performance range (Target not achieved - 58.3% against historical average of 64.1%)

- Increased percentage of student cohorts achieving DECD Standard of Educational Achievement (SEA) in comparison to 2017 in ACER PAT Math (3-7). (Target achieved - 94% Year 4 (4% increase from 2017), 92% Year 5 (8% increase from 2017), 91% Year 6 (4% increase from 2017), 86% Year 7 (!% increase from 2017))

- Increased percentage of students receiving A-C Grades in moderated mathematics tasks between Term 1 – 3 2018. (Target achieved at all year levels)

Attendance

Year level	2015	2016	2017	2018
Reception	92.7%	92.9%	94.2%	94.9%
Year 1	93.4%	92.3%	91.1%	94.2%
Year 2	94.6%	93.5%	91.2%	93.8%
Year 3	93.8%	95.2%	94.1%	93.6%
Year 4	92.1%	93.8%	93.8%	93.0%
Year 5	94.4%	92.0%	92.6%	94.8%
Year 6	92.6%	94.1%	90.5%	93.7%
Year 7	92.9%	92.1%	92.9%	92.9%
Primary other	89.0%	87.4%	87.3%	85.7%
Year 8			0.0%	
Total	92.9%	92.8%	92.0%	93.3%

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

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

Attendance comment

2018 saw a significant increase in our attendance rates throughout the school, as the result of a whole school focus on improving attendance, following a review of procedure during 2017. Strategies included setting attendance flags, making phone calls to families, conducting home visits, sending letters home for chronic non-attendance and making referrals to work in partnership with outside agencies and support services to develop action plans. These procedures saw our attendance rate increase to 96.1%, and there were no unexplained absences during 2018.

Behaviour management comment

Student behaviour continued to be approached in a proactive way, and the introduction of Play is the Way provided students with a range of self-regulation strategies, better equipping the respond appropriately in different situations. This approach allowed students to reflect on personal choices and actions, and use consistent language and restorative approaches..

2018 showed a decrease in the number of behavioural incidents requiring leadership intervention, from 138 in 2017 to 114 in 2018. Formal reporting of incidents involving bullying and harassment also decreased from 2017, which was also reflected in our Well-Being & Engagement Collection results.

Client opinion summary

Client surveys were completed by 30 parents, 228 students & 45 staff, with feedback from stakeholders being used to inform our planning for 2019.

Low response rates from on-line surveys over the past 3 years saw us revert to hard copies of the parent & staff surveys.

Parent surveys were disseminated randomly to a cross section of the school community, with consideration given to ensuring representation from all groups within the school (eg. junior primary, students with disabilities, middle primary, students under the Guardianship of the Minister, upper primary).

Questions related to:

- * teachers expecting students to do their best
- * teachers provide useful feedback to students
- * teachers treat students fairly
- * students and parents can talk to teachers about concerns
- * students feeling safe at school
- * students liking being at school
- * the school looking at ways to improve
- * teachers motivate students to learn
- * students are making good progress at this school
- * students learning needs are being met at this school
- * the school giving students opportunities to do interesting things.

Across each of the surveys, a score of 4.0 is considered to be a very high result.

Total parent scores ranged between 4.2 (student behaviour management is well-managed) to 4.9 (my child likes being at this school).

As a result, we will continue to promote positive school & parent partnerships through our communication systems, parent committees & consultation processes.

44 staff surveys were completed, with all responses reflecting positive perceptions of the school, with scores ranging from 3.8 (receiving useful feedback about work) to scores of 4.6 (school is well-maintained).

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	9.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	4.9%
Transfer to SA Govt School	61	74.4%
Unknown	9	11.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

We follow DfE guidelines outlined in relation to Relevant History Screening. This includes Dept. for Communication and Social Inclusion (DCSI) screening for volunteers and private service providers working on site. School Support Officers processed applications, inputted and updated a database and followed up when clearances were due to expire. All volunteers, committee members, sports coordinators/coaches, parent attending camps & excursions, canteen helpers, transporters and student teachers were DCSI screened prior to commencing work at the school.

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	44
Post Graduate Qualifications	8

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	30.2	0.0	13.0
Persons	0	36	0	22

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	606216.45
Grants: Commonwealth	
Parent Contributions	133883.00
Fund Raising	16000.00
Other	

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

2018 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 2018 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 behaviour management and engagement	School wide implementation of Play Is The Way. Staff PD and purchase of PJTW resources.	Whole school Well-Being agreement developed to guide social & emotional learning
	Improved outcomes for students with an additional language or dialect	Salary to employ a 0.5 SSO to support students at Lang and Lit levels 1-3. Collaborative moderation to support EALD levelling across site.	Students applying and utilising strategies in written and verbal communication
	Improved outcomes for students with disabilities	Salary used to release teachers to implement One Child One Plan in Disability Unit, and set SMARTAR targets appropriate to student. ABLES introduced within all DU classrooms.	Students consistently demonstrated growth against individual goals.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	AET employed to support ATSI learners and develop ILPs based on diagnostic analysis of achievement and well-being data. Targets were determined in partnership with the families and shared with the student. On-going monitoring was conducted throughout the year. Additional SSO staffing allocated to support transition programs in Terms 1 & 4. Mlni-Lit, Macq-Lit and Multi-Lit literacy intervention programs were expanded during 2018, and TooSmart & QuickSmart numeracy intervention programs continued to support students at Years 2, 5 & 6.	96% attendance rate for ATSI students. Demonstrated growth toward targets Strong early Years Reading data (as evidenced by Running Records) AC implemented R-7
Program funding for all students	Australian Curriculum	All students were exposed to the eight learning areas outlined with the Australian Curriculum.	
	Aboriginal languages programs initiatives	Not applicable	
Other discretionary funding	Better schools funding	Better School Funding was again allocated to the updating of ICT resources for our site, which included the replacement of computers within our computing suite, whiteboards & interactive televisions	Additional ICT resources accessible to students & teachers
	Specialist school reporting (as required)	Not applicable	
	Improved outcomes for gifted students	Not applicable	
	Primary school counsellor (if applicable)	In 2018, our primary school counsellor funding was used to employ a Well-being & Engagement Leader position. This position focused on developing a whole school well-being agreement, student leadership and attendance.	Student Well-Being data reflects positive response to 2018 initiatives