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Reynella PS

Reynella Primary School
2018 annual report
to the school community

Government
of South Australia

Department for Education

Reynella Primary School Number: 379

Partnership: Panalatinga

Name of school principal: Michele Russell

Name of governing council chair: Amanda Carne

Date of endorsement: 12/02/2019

School context and highlights

Reynella Primary School is a state co-educational school located 22km south of the Adelaide CBD. Approximately 21% of our students are school card holders and we are a category 6 level of disadvantage. In 2018 the school finished the year with 522 students from Reception to Year 7 in 20 classes. Enrolments are demonstrating an increase for 2019 with approximately 545 enrolments.

Our school operates in a happy, collaborative educational setting where our students play an active role in their own learning. We offer a rich and safe learning environment that supports all students to be successful in learning and life; powerful lifelong learners and active and informed citizens. We have an enduring focus on building a culture of thinking and developing the essential skills of Literacy and Numeracy to support our students to be problem solvers who can think creatively and critically as well as resourceful users of learning technologies. We explicitly teach our students about thinking and learning through our Mindsets for Learning: Resilience, Reflection, Focus, Responsibility and Collaboration.

2018 has seen some changes for Reynella PS. Kathy Lyon was appointed as Deputy Principal and we welcomed several new teachers this year: Tamara Elshaar and Tracy Pearce (both in PE), Anne Hamnett and Kylie Ashworth. Cameron Parsons and Annie Stiffle won permanent positions through the merit selection process.

Our 160th birthday celebrations were a highlight and we celebrated with our community on two occasions. The first was a "Back to the Future" day that was a celebration of learning across the school. Year level teams were allocated a different era within the 160 years and collaboratively designed a connected unit of inquiry to present at our Learning Expo late in term 3. This event was visited by the Education Minister, Hon. John Gardner and our Education Director Christine Hatzi. This was followed up with a Carnival held in term 4 that was attended by many of our families and members of the community.

We introduced an alternative model of student leadership to the school to empower students to influence learning in and beyond the classroom. The student action teams were: Environmental, Communication, Citizenship and STEM innovation and were led by a member of the leadership team. Our school was visited by 22 leaders from NSW who were introduced in our model of student leadership and Community of Inquiry.

Governing council report

Another year has passed by quickly. 2018 was overly busy, full of celebrations and achievements. Thank you to Michele and all Reynella Primary teaching staff and SSOs for their continued work in providing the quality education and environment for our children.

Reynella Primary School Governing Council continued to work collaboratively with staff representatives and parent members volunteering on Finance Advisory Committee and the Community Connect group. The Governing Council continues to represent the school community in a positive and professional manner, where the care and learning needs of the children are paramount in our decision-making.

As always, thank you to the staff representatives, my fellow Governing Councillors and the parent members who participate in the Governing Council meetings and parent groups - your time and efforts throughout the year is much appreciated – without this collective effort, Reynella Primary successes and this year's events would not have been possible.

Governing Council saw a continued presence of parent involvement in 2018. We continued to provide the valuable parent input and feedback to assist with the direction of the school and to monitor progress to strive to enhance the performance and the achievement of our students.

In addition to assisting with the 160th celebrations and major events throughout this past year, other key Governing Council tasks and accomplishments included:
• Continued supervision of the canteen, including employing a new canteen manager Janine Thomspon, continuing the services to two neighbouring schools to ensure the sustained financial viability of our service, ensuring all students have access to healthy canteen food.
• We commissioned the services of a third-party provider for the Reynella OSHC-Vac Care service - YMCA
• Supporting the Instrumental Music Program and After School sport extra-curricular activities.
• Continued financial monitoring of the Reynella PS Budget and OH&S, as well as relevant OSHC policy updates.
• The annual Year 7 graduation.
• Continued support of the Site Improvement Plan.

The Governing Council identifies and incorporates, where possible, student, parent and community input and values into the broad direction for Reynella Primary with the shared focus with leadership and staff on improving student outcomes.

Improvement planning and outcomes

Our collaboratively developed Site Improvement Plan was underpinned by "Building a Culture of Thinking" across our site and this direction informed much of our professional learning across the school

Staff continued to be involved in the Critical and Creative Thinking project working with Pimpala, Reynella South, Coorara and Morphett Vale East. These schools engaged with Kath Murdoch to investigate the Power of Inquiry and this work coupled with the Cultures of Thinking work has had a significant impact on teaching and learning across the school.

Professional Learning Teams continued to have impact across our school in shifting pedagogy. There were four teams who met three times a term to engage with a cycle of improvement to implement new ideas and strategies. They were: "Building a Culture of Thinking", "Power of Inquiry", "Student directed learning in Mathematics" and "Design Thinking".
The Building a Culture of Thinking PLT worked through the Ron Ritchardt text and visited Paringa Park Primary School. The Power of Inquiry team conducted lesson observations and visited Blackforest PS to observe their 'Walker Program'. The Design Thinking team continued to share their knowledge of this process to maximise the opportunities to utilise 3D printing. The year 5/6 team came runner up at the Makers Empire Expo with their outstanding learning journey in solving the groundsman's problem of his mobile phone on the tractor. The Student Directed Learning in Mathematics team observed in each other's classrooms and will participate in Tierney Kennedy's Teaching for Misconceptions in Mathematics.

The leadership team continued to conduct regular Learning Walks across the school and focussed on collecting data on the types of questions students and teachers were asking. This data was collated and shared with staff at a pupil free day in term 3 that was co-design with Val Westwell to build on our teachers and students' capacity to ask deep questions. The concept of 'Community of Inquiry' was introduced and further utilised by most teachers.

Learning Communities met twice a term to analyse data in Mathematics and Reading and track progress of identified students. Action plans were developed and shared during PDP meetings. We introduced the 'MiniLit' program to our year 1 and 2 students this year with 31 students participating throughout the year.

Teachers were released in small groups to work with the senior leader on the effective implementation of ChromeBooks across the upper primary year levels. The senior leader ran a series of 'digital sandpits', working with staff to introduce a range of STEM resources including Edison robotics, LittleBits electronics, Scratch coding software and 3D modelling software. The senior leader worked alongside teachers in classrooms from reception to year 7, modelling student workshops in STEM and digital technologies. This has included blogging workshops for reception classes, coding and programming workshops for year 2 and 3 classes, robotics programming for middle primary classes and robotics construction for upper primary classes.

Our Literacy focus teacher continued to work with teachers to support them with Running Record assessments, developing focus groups in Reading, Words their Way assessments and provided professional learning support with the introduction of VCOP and BigWrite across the school.

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.
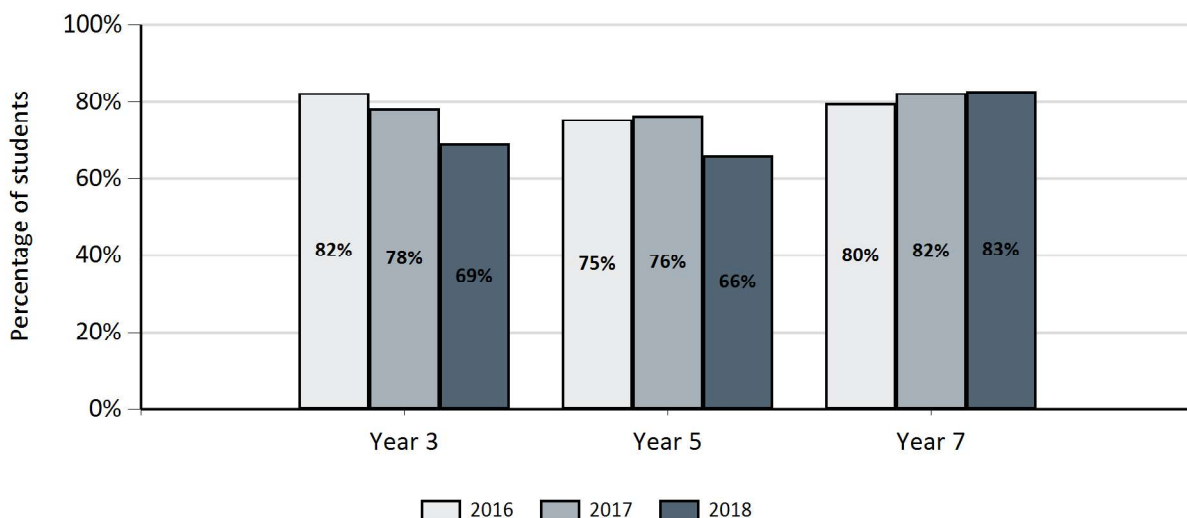
Reading
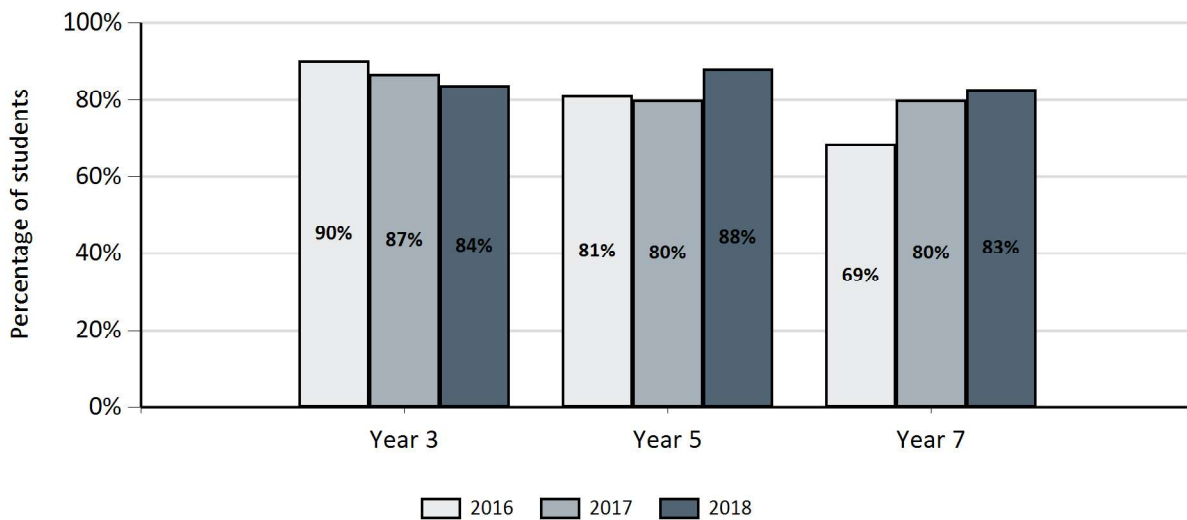
Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across 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	48%	36%	25%
Middle progress group	43%	40%	50%
Lower progress group	9%	23%	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	19%	19%	25%
Middle progress group	52%	54%	50%
Lower progress group	29%	27%	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	68	68	27	18	40%	26%
Year 3 2016-18 average	59.7	59.7	28.3	13.7	47%	23%
Year 5 2018	50	50	22	6	44%	12%
Year 5 2016-18 average	52.7	52.7	20.3	6.0	39%	11%
Year 7 2018	52	52	11	6	21%	12%
Year 7 2016-18 average	50.3	50.3	8.0	6.0	16%	12%

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

2018 NAPLAN and Running Record Data analysis

Reading – Higher Band Achievement
Significant increase in higher band achievement in years 5 and 7 compared to recent years.
Year 5 – highest percentage of higher band achievement at RPS in the last decade (now up to 44%).
Year 7 – increase from 13% (2016 and 2017) to 21% (2018).
To work on…
Decrease in higher band achievement in year 3 since a large spike in 2016 – now back to 40% as it was in 2015.

Reading – SEA
Significant increase in SEA percentage in years 5 and 7 compared to recent years.
Year 5 – highest percentage of SEA in the last decade.
Year 7 – highest percentage of SEA since 2013.
To work on…
Percentage of SEA in year 3 has been steady for the last 5 years – slight decrease in 2018.

Reading – Higher band retention
Year 5 – This year, 72% of students that achieved in the higher bands in year 3, retained higher band achievement in year 5. This is slightly above average for the last 3 years and above our expected target. The average over the last 3 years has been 68.8%.
Year 7 – This year, 38.1% of students that achieved in the higher bands in year 5, retained higher band achievement in year 7. Although below target, this is slightly above average for the last 3 years. The average over the last 3 years has been 37.7%.
Numeracy – Higher Band achievement
Year 3 – Highest percentage of higher band achievement since 2014.
To work on…
Higher band achievement in year 5 and 7 has been steady over the last 10 years, ranging from 10-18%. This year 12%.
Numeracy – SEA
Year 7 – highest percentage of SEA in last decade.
To work on…
Percentage of SEA has fallen in years 3 and 5 (lowest since 2011).

Numeracy – Higher band retention
Year 5 – This year, 54.5% of students that achieved in the higher bands in year 3, retained higher band achievement in year 5. This is significantly above average for the last 3 years and above our expected target. The average retention over the last 3 years has been 34.8%.
To work on…
Year 7 – This year, 26.7% of students that achieved in the higher bands in year 5, retained higher band achievement in year 7. The average over the last 3 years has been 38.9%.

Attendance

Year level	2015	2016	2017	2018
Reception	91.9%	92.2%	90.6%	92.9%
Year 1	92.6%	93.4%	92.5%	93.0%
Year 2	94.0%	92.3%	92.8%	93.6%
Year 3	93.2%	93.8%	91.0%	91.4%
Year 4	93.0%	92.5%	93.9%	92.2%
Year 5	94.3%	93.8%	91.0%	92.5%
Year 6	93.5%	92.5%	92.6%	92.0%
Year 7	93.4%	93.2%	90.7%	91.6%
Total	93.2%	92.9%	91.9%	92.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance has continued to be a focus and where there are concerns, we use frequent communication via SMS, personal correspondence, newsletter articles, messages on our electronic sign, home visits and phone calls. Where this fails to improve attendance concerns, the Department for Education Attendance Counsellor provides further contact with families, attends meetings and provides a case management resource.

A number of our families have holidays outside of school holidays and in these families we often see them being absent for travel, both interstate and overseas.

Behaviour management comment

Our Behaviour Education Policy is aligned with Play is the Way with the associated agreements, language, games and restorative practices. In managing student behaviour, we access the Better Behaviour Unit, Learning Centre and support personnel including outside agencies as appropriate. Time out of the classroom is used when behaviour repeatedly interrupts other's learning.
However, our aim is that all students participate within a classroom and are able to make strong decisions during times of difficulty. Parents attend meetings where goals are set, timelines put into place, and on going monitoring is carried out. When necessary, we include Take Home and Suspension, however we recognise that neither of those by themselves create change in behaviour.

Client opinion summary

78% of staff completed the Perspective Survey, including 83% of teaching staff indicating they were engaged and 86% felt the school had a positive climate. All responses fell into the 'favourable' categories but it has been noted that in the Voice section, the lowest recording was in response to the question: At our site, we challenge the practice of colleagues in a robust way. This will form an integral element to our collaborative strategy moving forward through Professional Learning Teams and Learning Communities. Despite this 71% of teaching staff acknowledged the high level of collaboration and support that occurs across the school. Learning Walks, initiated by the leadership team will be broadened in 2019 to support teachers to observe in each other's classrooms.

There were many similarities with the responses across all cohorts. It was very clear that there are high expectations of our students across the school and that teachers are recognised as providing students with the necessary feedback to support improvement and that the learning needs of our students are being met.

The survey reported that teachers treat students fairly and overwhelmingly students feel safe at school, which is supported through the bully surveys. Our students believe very strongly that teachers have high expectations of them, motivate them to learn and are able to provide useful feedback to improve learning. The work staff have done to improve the behaviour and engagement of our students is also reflected in parent and staff responses. We have a continued focus on building the mindsets of our students through our Mindset for Learning and it was pleasing that the vast majority of students felt that the school is always looking for ways to improve.

Despite a minimal response the parent survey indicated a high level of satisfaction with our school and staff all feel supported. A key element of the student survey was the increased percentage of students who believed that their opinion was taken seriously. The school will be implementing a innovative model to increase student agency across the school in 2019.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	10.8%
Other	2	2.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	8.1%
Transfer to SA Govt School	55	74.3%
Unknown	3	4.1%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All parents who work closely with children are required to have a current Criminal History Screening check. This is monitored via a database at school and the school funds this so there is no cost to parents. The Governing Council supported all volunteers having a current clearance despite the government allowance of people to work with their own child without a clearance. It was deemed to be important that we ensure the highest possible protection for our young people.

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	47
Post Graduate Qualifications	16

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	0.8	26.6	0.0	8.3
Persons	1	30	0	10

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

Financial statement

Funding Source	Amount
Grants: State	$4352562
Grants: Commonwealth	$13641
Parent Contributions	$135189
Fund Raising	12683
Other	232717

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	SSO allocation to assist in classrooms and the yard for designated students. "What's the Buzz" program implemented across the school to build social skills. Focus on developing the 5 point scale for identified students.	Behaviour management data indicates significant improvement of targeted students
	Improved outcomes for students with an additional language or dialect	SSO allocation to support EALD students.	SMARTAR goals reflect improvement
	Improved outcomes for students with disabilities	SSO allocation to work regularly with students and Deputy Principal time to coordinate, meet with parents, teachers and consultants. Time allocated for release of teachers. SMARTAR goals regularly developed and refined.	SMARTAR goals reflect improvement
Targeted funding for groups of students	Improved outcomes for • 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	A teacher was identified to work with individual and small groups of students alongside the AECW - ATSI Innovators * Tri-school moderation/task design occurred twice a term focussing on Mathematics * Learning Communities identified students for tracking and monitoring in the area of Reading, twice a term * Analysis of AC data using a whole school Data Management System; Scorelink * All teachers regularly assessed Reading using the PM benchmark (up to level 26) then Fountas and Pinnell. Teachers supported by our Reading Support teacher. Teachers released each term to collaboratively plan against AC focussing on task design supported by SLIIP	Improvement in achievement of SMARTAR goals Collaborative groups meet regularly to discuss and refine their pedagogy across the school.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives	n/a	
	Better schools funding	Reading Support teacher released to support teachers to implement Fountas and Pinnell and design strategy groups in classroom in Reading and introduce VCOP	All students across the school's reading is tracked and monitored and discussed.
Other discretionary funding	Specialist school reporting (as required)	n/a	
	Improved outcomes for gifted students	n/a	
	Primary school counsellor (if applicable)	n/a	