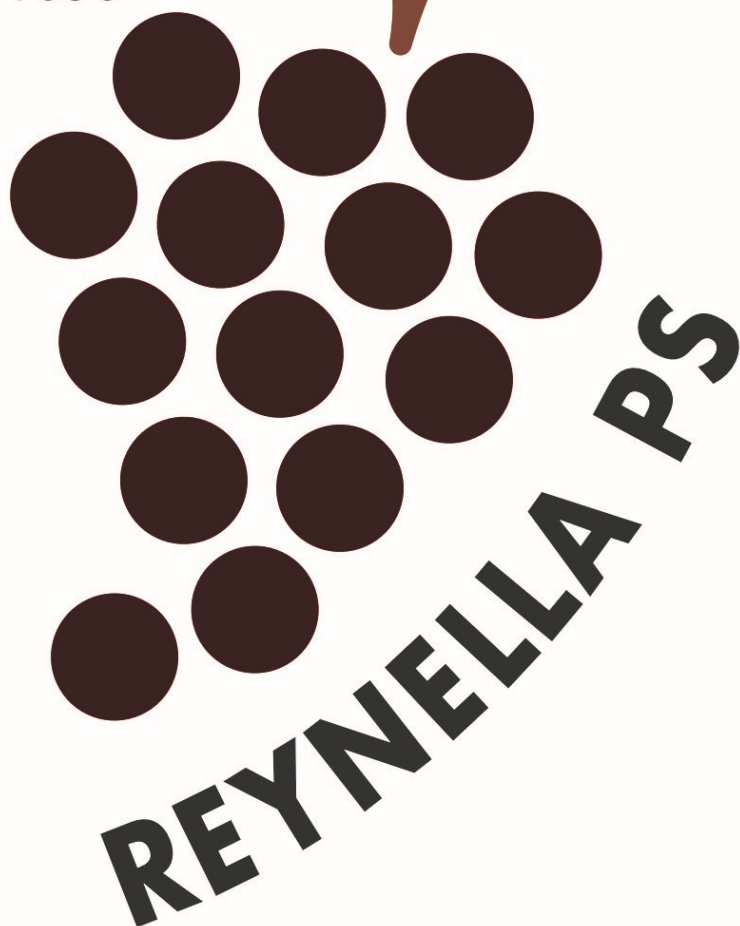


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Reynella Primary School

2020 annual report to the community

Reynella Primary School Number: 379

Partnership: Panalatinga

Signature

School principal:

Ms Michele Russell

Governing council chair:

Vanessa Darling

Date of endorsement:

27 January 2021



Government
of South Australia
Department for Education

Context and highlights

Reynella Primary School is a state co-educational school located 22km south of the Adelaide CBD. Approximately 24% of our students are school card holders and we are a category 5 level of disadvantage. In 2020 the school started the year with 556 students from Reception to Year 7 in 21 classes. Reynella PS has had a challenging and interesting year, complicated by the COVID-19 pandemic. Despite the restrictions, staff made every effort to ensure life went on as usual for our students.

We welcomed a new deputy principal to our school; Sarah Bradbury and French teacher Christophe Tuburzio. We were most fortunate to appoint Fiona Brown as our new Student Wellbeing Leader. During the year we also welcomed Georgia Phillips and Rhian Harrison. Other than that our staff remained stable although three of our teachers have left to take maternity leave throughout the year: Cherie Clarke, Belinda Feely and Rhian Harrison. We also appointed Deb Giles as our ACEO to support our ATSI kids from term 3.

With the appointment of a Student Wellbeing Leader we were able to create a new student action team taking our student teams to five: Wellbeing, Communication, Citizenship, STEM and Environmental. All teams have been extremely active this year; Communication team reporting regularly to Governing Council and published the annual Student Grapevine, STEM team supported the development of the STEM space, Citizenship team ran assemblies (Remembrance Day, Citizenship Day) and fundraisers, Wellbeing team acknowledged gratitude and raised money for Kickstart for Kids for Breakfast Club and the Environmental team continued to manage the recycling and built an amazing scarecrow for our kitchen garden.

We were very lucky to have been able to run our reimaged Sports Day before the pandemic hit; it was a huge success with both students and parents alike. Despite the pandemic all of our year 5, 6 & 7 students were able to participate in a camp: Woodhouse, Aldinga and Wirraway. Graduation was able to proceed within the restrictions and was a resounding success as it was held on site. The bushfires dominated the early weeks of term 1. Reynella PS's response was to hold a fundraiser to support the Koalas and students raised \$1353 through 'Koala Casual Day'.

Our major infrastructure this year centred on refurbishing an old classroom to create a STEM learning space; Mae Jemison Mind Hub.

Our ATSI children worked alongside a renowned artist: Scott Rathjin, to paint an amazing mural that tells the story of Reynella PS.

Governing Council lobbied the Department for a fence to be erected around the perimeter of the school buildings and this will be built over the Christmas break.

Governing council report

2020 was a challenging year for all and as usual the staff at Reynella Primary School met the challenge with the professionalism, resilience and finesse that we have grown accustomed to from our leadership team, our teachers and our support staff.

Much of what our staff do over the year goes by without recognition. On behalf of the Reynella Primary School Governing Council Members I would like to thank Michele, Matt, Sarah and Fiona for their roles as the school leadership team in 2020.

Thank you to our Admin and Finance staff for making the everyday running of the school as smooth as possible. Thank you to our teachers and SSOs for delivering quality education to our children, for being more than just their teachers, for turning up every day for our children. And last but certainly not least, thank you to Mikel for his continued effort in maintaining our grounds and rescuing footballs from roofs. We the parents of the school thank you.

Behind the school's achievements there is also a number of extraordinary parents and volunteers who contribute to the school not only through membership of its Council and its Committees, but by volunteering their time and experience to everything from classroom reading, helping in the canteen, cooking barbecues and baking cakes, volunteering time to the LAP program, coordinating and coaching after school sports, the list goes on. To all of you, I am proud to say thank you on behalf of the whole school and encourage you to continue your effort and motivate others to share the experience. As we are all aware there is a considerable amount of work that goes into the running of a school and the Governing Council is a small but important element of this. We provide the parent input and feedback to assist with the direction of the school and to monitor progress to enable the school to strengthen the performance and the achievements of our students. The care and learning needs of the children are of utmost importance in our decision-making.

Thank you to the staff and families for your ongoing support, we look forward to working with you in 2021. Please consider joining our Council, it is a great way to learn more about the school from a different perspective. We would love to have you as a part of our team.

Quality improvement planning

This year the school moved to storing data on a shared Google Drive, able to be accessed by all staff. Initially all intervention data was inputted to keep track of progress of students in Mini-Lit and MacLit. By the end of the year all Junior Primary classes had implemented the Heggarty's Phonemic awareness program.

At the beginning of the year all teachers analysed their classes data to identify high achievers with the intention of tracking and monitoring progress over the year. Teachers met twice a term in year level teams to discuss progress of the identified children, share strategies and offer collegiate support. Progress reports, including new data and accommodations, were continually updated on a Google sheet for each class.

Professional Learning Teams continued to meet three times a term to guide their own professional learning in Mathematics. The focus of the teams was based on a common text: Dylan Wiliam: Embedded Formative Assessment, Carol Tomlinson: Differentiated Curriculum, Jo Boaler; Mindset Mathematics, Shirley Clarke; Ron Ritchhart: Cultures of Thinking.

This process was interrupted temporarily due to COVID-19.

Remote Learning: The sudden switch to remote learning in term 1 saw an incredible effort from teachers to quickly upskill themselves in new digital media. Primary teachers quickly mastered the tools available to them on the Google for Education platform while JP teachers explored new ways to promote learning through blogs and Seesaw. Teachers exploited the value of video streaming, screencasting and cloud sharing to ensure quality continuity of learning. As we have transitioned back to face-to-face learning, many of these valuable digital media skills have continued to enrich learning across our school.

In term 3, six teachers elected to focus their efforts on a new approach to STEM learning design. Collaborating with our senior leader throughout the term, STEM Focus teachers each designed and implemented an exciting project-based unit of learning. Following a Design Thinking approach, these classes created solutions to real-world problems, empathising with an authentic audience as they designed their prototypes. Embedding the curriculum into these highly engaging projects led to some impressive learning outcomes across these six classes. A summary of each project can be found below.

During term 2 it became clear that due to the complexity of the year 1 cohort, many students were struggling with phonemic and phonological awareness; thus struggling to read for understanding. Using complexity funding the school released Fiona Brown 0.2 to run an intensive intervention program with identified students; Reading Rascals. Students were involved in pre and post testing (using the Heggarty's framework). After 15 weeks of working with Fiona for 1 hour each day, 8 out of the 10 students involved demonstrated significant progress. The other two students are in the process of having a cognitive assessment.

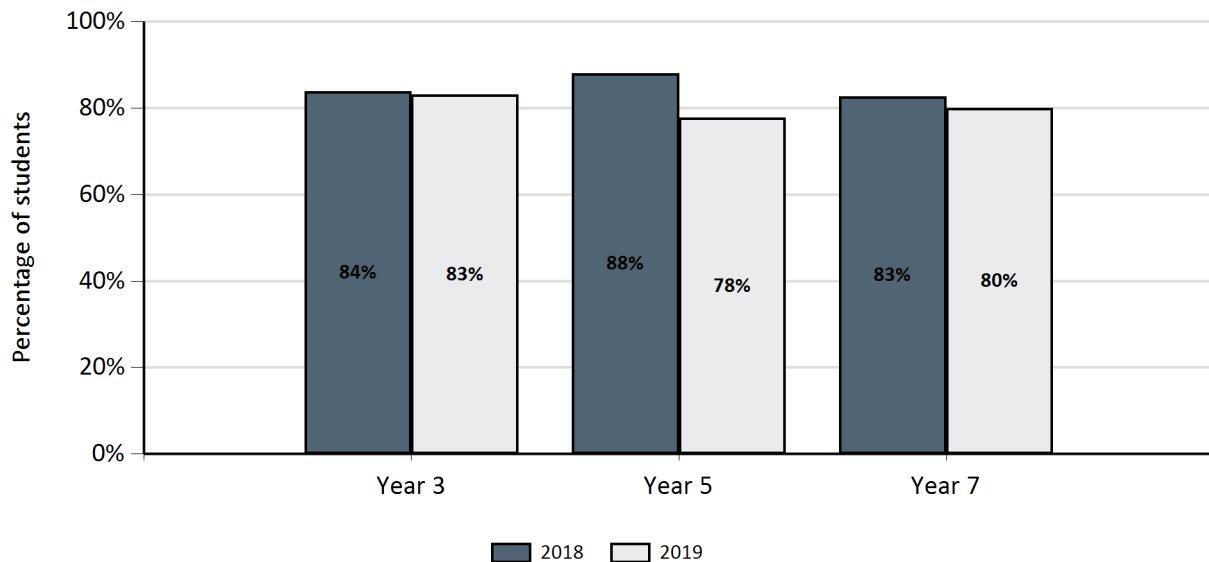
Reynella PS continued to work with Morphet Vale East PS on collaborative moderation, with a focus on Multiplicative Thinking. We developed a multiplicative thinking continuum and conducted Numeracy interviews with a sample of students across the school to track their progress. This was further supported by tailored professional learning with Ann Baker, including classroom observations and opportunities to design learning with a multiplicative thinking focus.

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

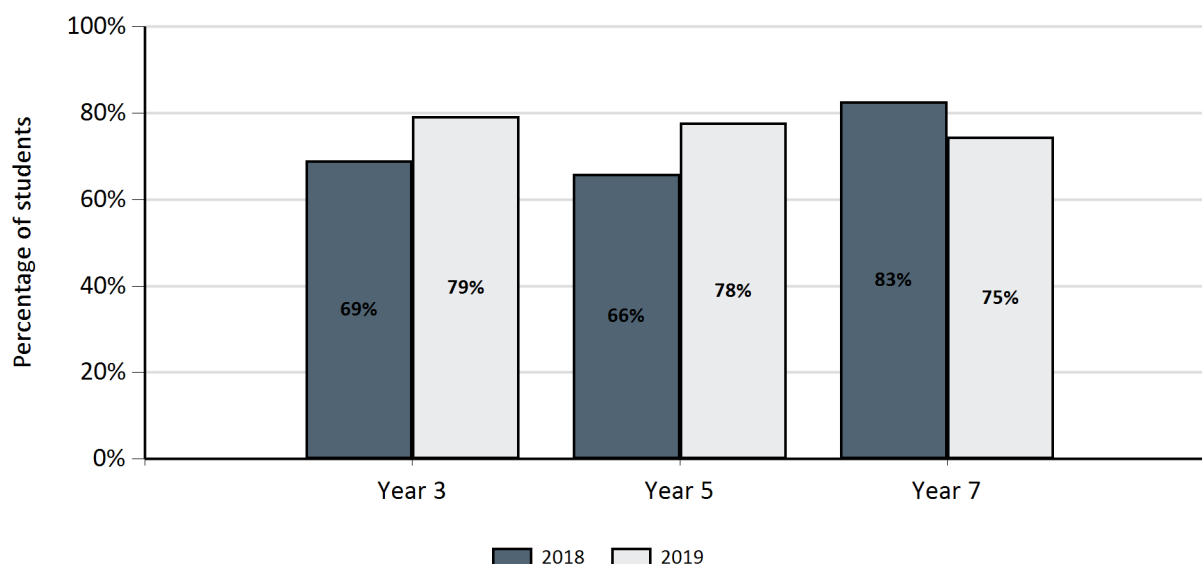


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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 | 12% | * | 25% |
| Middle progress group | 59% | 44% | 50% |
| Lower progress group | 29% | 46% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 | * | * | 25% |
| Middle progress group | 47% | 50% | 50% |
| Lower progress group | 43% | 40% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 2019 | 77 | 77 | 34 | 18 | 44% | 23% |
| Year 3 2017-2019 Average | 68.3 | 68.3 | 29.3 | 15.3 | 43% | 22% |
| Year 5 2019 | 63 | 63 | 13 | 3 | 21% | 5% |
| Year 5 2017-2019 Average | 56.0 | 56.0 | 18.7 | 4.7 | 33% | 8% |
| Year 7 2019 | 55 | 55 | 11 | 9 | 20% | 16% |
| Year 7 2017-2019 Average | 50.7 | 50.7 | 9.3 | 7.0 | 18% | 14% |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

^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

Despite the interruption to our school planning cycles due to COVID-19, our focus on higher band retention remained at the forefront of our thinking.

Analysis of PAT Maths data demonstrates:

In year 2, 85% of students are achieving a scaled score of 85 or above, with 23% of these students achieving in the higher bands.

In year 3, 74% of students are achieving above SEA, with 24% of these achieving in the higher bands.

In year 4, 78% of students are achieving above SEA, with 17% of these achieving in the higher bands.

In year 5 71% of students are achieving above SEA, with 20% of these achieving in the higher bands.

In year 6, 84% of students are achieving above SEA, with 11% of these achieving in the higher bands.

In year 7, 75% of students are achieving above SEA, with 13% of these achieving in the higher bands.

Analysis of PAT Reading data demonstrates:

In year 2, 85% of students are achieving a scaled score of 99 or above with 18% of these students achieving in the higher bands.

In year 3, 76% of students are achieving above SEA, with 38% of these achieving in the higher bands.

In year 4, 75% of students are achieving above SEA, with 45% of these achieving in the higher bands.

In year 5, 75% of students are achieving above SEA, with 21% of these achieving in the higher bands.

In year 6, 81% of students are achieving above SEA, with 31% of these achieving in the higher bands.

In year 7, 83% of students are achieving above SEA, with 20% of these achieving in the higher bands.

YEAR ONE PHONICS SCREENING

62% of students achieved benchmark in the Year One Phonics Screening, of the children not meeting benchmark 61% are being supported through IESP and/or complexity funding due to have a learning disability or learning difficulty.

RUNNING RECORD DATA - JP (independent level)

Reception - 54% of children are reading at SEA or above

Year 1 - 72% of children are reading at SEA or above

Year 2 - 78% of children are reading at SEA or above

A and B grades

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|---------|--------|--------|--------|--------|--------|--------|--------|
| English | 33% | 46% | 34% | 48% | 25% | 38% | 40% |
| Maths | 41% | 38% | 43% | 36% | 27% | 30% | 40% |

Writing - students performing above standard:

Reception - 18% Year 1 - 21% Year 3 - 30% Year 4 - 35% Year 5 - 29% Year 6 - 31% Year 7 - 29%

Attendance

| Year level | 2017 | 2018 | 2019 | 2020 |
|------------|-------|-------|--------|-------|
| Reception | 92.3% | 92.7% | 93.3% | 92.2% |
| Year 1 | 93.0% | 92.8% | 93.7% | 91.1% |
| Year 2 | 93.3% | 93.4% | 92.5% | 93.7% |
| Year 3 | 91.7% | 91.3% | 92.6% | 91.4% |
| Year 4 | 94.2% | 91.9% | 91.4% | 90.5% |
| Year 5 | 91.8% | 92.2% | 92.8% | 91.6% |
| Year 6 | 94.1% | 91.8% | 92.6% | 90.9% |
| Year 7 | 91.2% | 91.5% | 91.0% | 92.7% |
| Year 8 | N/A | N/A | 100.0% | N/A |
| Total | 92.7% | 92.3% | 92.6% | 91.7% |

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

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

Attendance comment

Our attendance is at 94% for the year. 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. Our ACEO has been very successful this year in increasing the attendance of our ATSI students and has forged strong relationships with families. 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 support comment

Our Behaviour Education Policy is aligned with Play is the Way with the associated agreements, language, games and restorative practices. This was updated this year to reflect the Department's guidelines. 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

87% of staff completed the Staff Perception Survey (there were a couple of staff who are not working at our site but we can't get off Learnlink). The overall score improved slightly from 2018 but all results fell in the favourable category. Our school climate had improved by 1 % to 77% with 76% of staff feeling highly engaged with the school. The survey indicated that they felt connected with the school.

Within the teaching staff 81% of teachers felt engaged with collaboration being our strongest sub group and staff voice being the lowest (but still being in the favourable range). SSO results indicated only 51% felt engaged and this is something we will focus on in 2021.

119 parents completed the Parent Survey, this is the largest cohort to date who have opted in. Overall the survey results indicate the vast majority of parents are very happy with our school. 92% of parents indicated that there is mutual respect among members of the school community and they believe that their child is important to the school. 82% of parents are happy with the communication with the vast majority preferring email or text messages. 79% of parents indicated that they were clear about the standard of work expected of their children. Only 67% of parents feel that they have useful discussions with the school about their child, and this may reflect the impact COVID has had on our ability to have face-to-face meetings and student led discussions. All but one parent declared that they have discussions with their child about their learning and believe learning and school is important. 95% of parents believe that school encourages parents to help students learn and we will focus on providing more opportunities and guidance in how parents can best support their children at home.

123 students in years 3, 4 and 5 completed our Wellbeing Survey which had a focus on bullying and wellbeing for learning. 56.1% of children indicated that they feel safe at school, with 39% of students responding that they feel safe most of the time. 66.7% of students also indicated that they have been an upstander and intervened when they have witnessed someone else being bullied. A high percentage of our children (85.4%) indicated that they have adults in the school that can trust and feel comfortable talking to when they are experiencing an issue. A vast majority of our children indicated that their thinking was stretched in their learning this year, which was further supported by learning interviews which were conducted by the Education Director in Term 4.

Intended destination

| Leave Reason | Number | % |
|-----------------------------|--------|-------|
| Employment | 0 | NA |
| Interstate/Overseas | 10 | 9.1% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 24 | 21.8% |
| Transfer to SA Govt School | 74 | 67.3% |
| Unknown | 2 | 1.8% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All parents who work closely with children are required to have a current Criminal History Screening check or a Working With Children 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.

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 | 51 |
| Post Graduate Qualifications | 16 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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 | 28.8 | 0.0 | 10.1 |
| Persons | 1 | 33 | 0 | 12 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | \$4,554,584 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$151,743 |
| Fund Raising | \$21,168 |
| Other | \$48,325 |

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

2020 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 2020 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 | Targeted support program included SSOs supporting children on regularly reviewed and targeted social skill goals as identified through students' One Plan. "What's the Buzz?" Social Skills Program facilitated. | Behaviour management data indicates significant improvement of targeted students |
| | Improved outcomes for students with an additional language or dialect | Targeted support program included SSOs supporting EALD children on regularly reviewed literacy goals as identified through students' One Plan. | Individual student One Plan goals reflect improvement in literacy. |
| | Inclusive Education Support Program | Deputy Principal coordinated the IESP through a targeted support program which included SSOs supporting children on regularly reviewed and targeted literacy and numeracy goals as identified through students' One Plan. | Individual student One Plan goals reflect improvement in literacy and numeracy. |
| Targeted funding for groups of students | <p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p> | <p>ACEO supported identified Aboriginal learners with regularly reviewed literacy and numeracy goals as identified through students' One Plan.</p> <p>MiniLit and MacqLit Programs supported identified bottom 25% of learners from Year 1-Year 5 with reading skills, four times a week for 45 minute sessions.</p> <p>In Term 2, identified Year 1 students were targeted for an intensive phonics program supported by the Wellbeing Leader for one hour each day during terms 3 and 4.</p> | <p>Improvement in achievement of individual One Plan goals in areas of literacy and numeracy.</p> <p>All students in MiniLit and MacqLit Programs made progress</p> |
| Program funding for all students | Australian Curriculum | T&D was provided for teachers by Ann Baker to focus on Multiplicative Thinking: learning continuum, designing rigorous learning, classroom observations, assessment data to inform future learning, collaborative moderation | A sample of students across the school were plotted on multiplicative continuum. |
| Other discretionary funding | Aboriginal languages programs Initiatives | N/A | N/a |
| | Better schools funding | This was utilised to provide teachers with release time to undertake phonemic and phonological awareness testing for all JP students. Funds were spent on resources - decodable readers and Heggarty's programs. | 80% of students in the phonics intervention group were at year level. |
| | Specialist school reporting (as required) | N/A | N/A |

| | | | |
|--|---------------------------------------|-----|-----|
| | Improved outcomes for gifted students | N/A | N/A |
|--|---------------------------------------|-----|-----|