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Reynella Primary School
2019 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 chairperson: Vanessa Darling

Date of endorsement: 11/02/2020

School context and highlights

Reynella Primary School started the year with a refurbished administration area that is much more functional, safe and aesthetically pleasing. We had an increase in enrolments, starting the year with 546 students including 90 Receptions. Our school was Externally reviewed by the Department in term one and we received much positive feedback including how our teachers collaborated at a high level that has led to improved learning outcomes.

We were fortunate to maintain a stable staff and welcomed Evelyn van der Harst in the Junior Primary, Bryce Ingham as our PE teacher and Elizabeth McDonald who takes Performing Arts. However, early in term 3 our deputy Kathy Lyon won a position in the Literacy Guarantee Unit. Matt Simmons was appointed as acting Deputy Principal and Fiona Brown won the acting Senior Leader position.

There are many highlights to the year most significant was our whole school focus in term 3 on building kindness and empathy in our students. This was explicitly addressed in classrooms and reinforced at a whole school level. We commissioned an artist to paint a 'Gratitude Tree' mural in our library that our students 'grew' by adding leaves to the tree in recognition of their acts of kindness and empathy.

Our outstanding Performing Arts program was showcased with our annual 'Share the Arts' night. Our approach to Sports Day was overhauled and run in a different format than previous years; students competed in like age groups.

Our Student Action Teams remain a key driver to provide authentic experiences for student agency across the school. Our Environmental Action Team raised almost $2000 at the Election fundraiser BBQ for new bins for all classrooms; landfill, soft plastics and general recycling. Our school is now composting about 220L every 3-4 weeks. Working with the team from Bunnings they reenergized our sensory garden. No Waste Wednesdays was introduced and they worked with NRM to help us get started with worming.

Our Communication Action team continued to formally report to Governing Council and update our whole school blog. Collaboratively they authored our inaugural 'Student Grapevine'. The Citizenship Action Team ran our Citizenship assembly, organised our 'Shoeboxes of Love' initiative and put together an acknowledgement for each teacher to finish off the year. Our STEM team developed a Virtual School Tour using augmented reality.

Our biannual Run4Fun was held in term 4 and was a great success raising over $11 800.

Governing council report

Here we are at the beginning of a new school year. 2019 was a busy year as is normal at Reynella Primary School.

Much of what our Leadership team, Admin and Finance staff, Teachers and SSOs staff do in the course of a year goes by without recognition. On behalf of the Reynella Primary School Governing Council Members I would like to thank Michele, Matt, and Fiona for their work throughout 2019. Thank you to the Admin and Finance staff for making the everyday running of the school as smooth as possible, it could not be done without you. Thank you to the 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 Michael 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, baking cakes, running of the mothers and Father's Day stalls, 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 encourage others to share the experience.

We were successful in retaining our Pastoral Care Worker; Julie Mullins 2020-2022.

Governing Council saw a high level of parent involvement in 2019 with several new members. As we are all aware there is an appreciable 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.

A key project for our Governing Council 2019 was to petition several parties to have a fence installed due to the high level of incidents that occur on weekends and during the holidays.

Thank you to the staff and families for your ongoing support, we look forward to working with you in 2020.

Improvement planning - review and evaluate

A big focus for 2019 was on building the capacity of our teachers to teach writing more effectively which leads to learning improvement. All current classroom teachers have attended the VCOP BigWrite training and whole school agreements have been developed to be implemented from 2020. We have had teachers from several schools visit our site to observe high quality practice in classrooms.

Professional Learning Teams continued to have impact across our school in shifting pedagogy, particularly in Mathematics. There were five 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', 'Critical and Creative Thinking', Mindset Mathematics', 'Design Thinking' and 'Power of Inquiry'. Throughout the year teachers utilised their funding to plan together and observe in each other's classrooms. Teams shared their learning journeys each term and all presented their work, success and failures, at a final staff meeting in term 4.

Learning Communities met twice a term to analyse data in Mathematics and track progress of identified students. Students achieving in the higher bands were targeted. Action plans were developed and shared during PDP meetings. The Senior Leader worked alongside teachers to design rigorous learning in Mathematics to challenge and extend the mathematical thinking of our students.

For Literacy Intervention students falling into the 25 percentile were identified with 26 students participating in MiniLit and we introduced Multi LIt for 21 years 3-5 students. Teachers were supported through Literacy release to observe the practice of their peers and build their capacity.

In 2019, the use of Google Chromebooks was extended to all year five, six and seven students. A 1:2 ratio (device : students) is now available to these classes throughout the school day, opening opportunities for engaging learning and student collaboration. Teachers that were new to these devices worked alongside the deputy principal to integrate the Google for Education suite into everyday learning design. More iPads were also purchased and distributed across all junior primary year levels, increasing access throughout the school day.
This year, charging bays were purchased and installed in every learning area and sets of devices allocated to each teacher.

Throughout the year, all SmartBoards have been replaced with new Interactive TVs. Digital Sandpits were held to support staff as they learn the features of these new displays.
The development of coding and programming skills has continued to feature in most classes and new resources are being introduced including WeDo Lego robotics and various software applications.
3D modelling has become deeply embedded in several classes from junior primary through to year 7. Teachers have now begun using the Design Thinking process to embed 3D printing technology into various curriculum areas. The upper primary team have also implemented Minecraft for Education into the History curriculum, designing ancient Roman tours.

Staff continued to participate in tri-school moderation with Reynella East College and Morphett Vale East School. The main focus of our collective work was to develop an A-E rubric that clearly states the indicators for each level of achievement. Work samples were collected to support the 'A' level of achievement. Building on this further, teachers at RPS worked through the Formative Assessment module and have developed Learning Intentions and Success Criteria (I Can statements) for the Mathematics curriculum. this supports our work to ensure all students across our school are setting Learning Goals in Writing, Reading and Mathematics.

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.
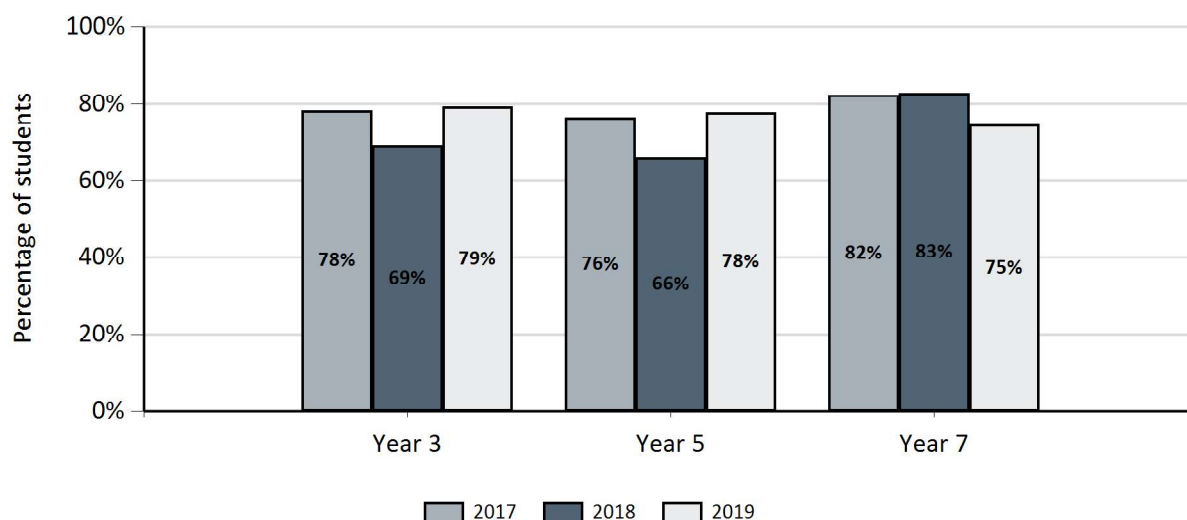
Reading
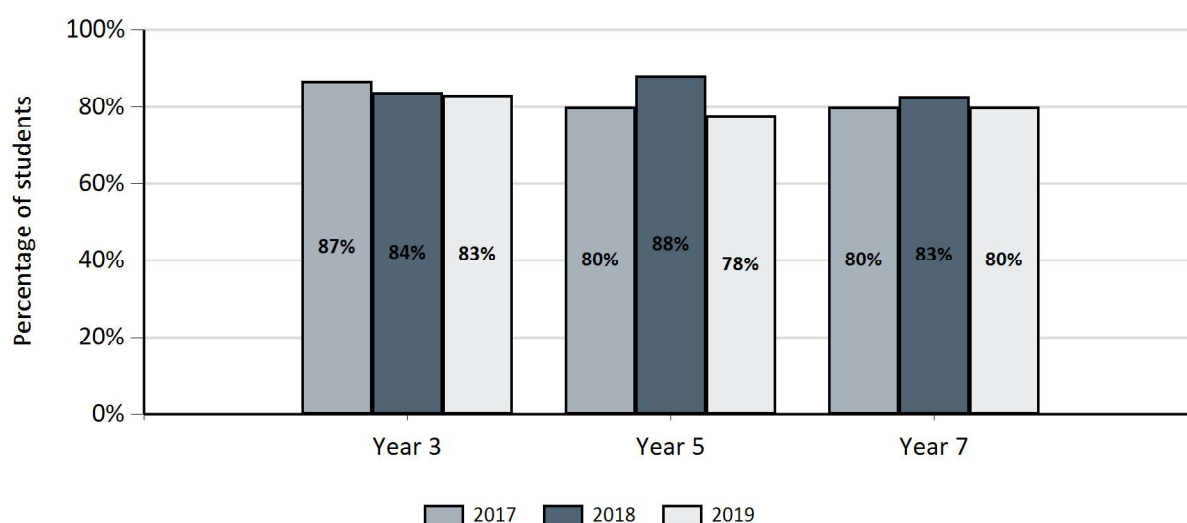
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*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 2019 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%	10%	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 2019.
*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	10%	10%	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 2019.
*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 2017-19 average	68.3	68.3	29.3	15.3	43%	22%
Year 5 2019	63	63	13	3	21%	5%
Year 5 2017-19 average	56.0	56.0	18.7	4.7	33%	8%
Year 7 2019	55	55	11	9	20%	16%
Year 7 2017-19 average	50.7	50.7	9.3	7.0	18%	14%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.
^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

Goal 1 – Increase the number of students achieving and being retained in the higher bands in Reading
Higher band achievement in reading…
The percentage of students achieving in the higher bands in year 3 reading has increased from 39.7% in 2018 to 44.2% in 2019.
The percentage of students achieving in the higher bands in year 5 reading has decreased from 44% in 2018 to 20.6% in 2019.
The percentage of students achieving in the higher bands in year 7 reading has remained constant since 2018.
Higher band retention in reading…
An increase in higher band retention was evident in the year 7 NAPLAN reading results, increasing from 38.1% in 2018 to 47.6% in 2019.
Our 2019 year 5 NAPLAN reading results reflect a decrease in higher band retention. 72% of students retained higher band achievement in year 5 last year, which has dropped to 29.6% this year.
Student progress data indicates a pattern of students dropping out of the higher bands in year 5 yet many are recovering higher band achievement in year 7.

Goal 2 – Increase the number of primary students achieving in the higher bands in Numeracy.
The 2019 year 3 and 5 NAPLAN numeracy results indicate consistent higher band achievement since 2018, steadily increasing since 2017.
There has been a decrease in higher band achievement in year 5, dropping from 12% in 2018 to 4.8% in 2019.
Higher band retention
2019 NAPLAN numeracy results show that 40% of students retained higher band achievement between year 3 and year 7. This has increased from 26.7% in 2018.
Only 20% of students retained higher band achievement between year 3 and year 5, which has dropped from 54.5% in 2018.

Goal 3 – Increase the number of students achieving SEA in Writing.
Our target to reach 92% of students achieving the National Minimum Standard was achieved in years 3, 5 and 7.
100% of students achieved NMS in year 3.
96% of students achieved NMS in year 5.
94%of students achieved NMS in year 7.

Attendance

Year level	2016	2017	2018	2019
Reception	93.3%	92.3%	92.7%	93.3%
Year 1	93.9%	93.0%	92.8%	93.7%
Year 2	93.1%	93.3%	93.4%	92.5%
Year 3	94.7%	91.7%	91.3%	92.6%
Year 4	93.3%	94.2%	91.9%	91.4%
Year 5	94.4%	91.8%	92.2%	92.8%
Year 6	93.2%	94.1%	91.8%	92.6%
Year 7	94.2%	91.2%	91.5%	91.0%
Year 8				100.0%
Total	93.7%	92.7%	92.3%	92.6%

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 support 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 resilience 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, including our whole school cohort contributing to the development of our Mindset rubric, and it was pleasing that the vast majority of students felt that the school is always looking for ways to improve. We will be addressing the concern students highlighted about the behaviour of some of our students with the appointment of a Student Wellbeing Leader in 2020. A key element of the student survey was the increased percentage of students who believed that their opinion was taken seriously and that their students feel safe at this school.

Despite a minimal response the parent survey indicated a high level of satisfaction with our school and staff all feel supported. There is a clear indication that parents believe that their children feel safe and liked coming to school.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	7	7.4%
Other	2	2.1%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	26	27.4%
Transfer to SA Govt School	57	60.0%
Unknown	3	3.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

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	54
Post Graduate Qualifications	18

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	29.0	0.0	9.9
Persons	1	33	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

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

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

2019 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 2019 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 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, developed an A-E Rubric. * 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.	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	Teachers worked in Learning Communities to design learning against the English Curriculum with a focus on Writing and Mathematics.	A-E data tracked across site and anomalies addressed.
	Aboriginal languages programs initiatives	n/a	
	Better schools funding	Reading Support teacher released to support teachers to implement Fountas and Pinnell in Reading and introduce VCOP. Senior leader released 1 day per week to work in classrooms focussing on Learning Technologies	Staff survey
Other discretionary funding	Specialist school reporting (as required)	n/a	
	Improved outcomes for gifted students	n/a	
	Primary school counsellor (if applicable)	n/a	