Reynella Primary School
2016 Annual Report to the School Community

Reynella Primary School Number: 379

Partnership: Panalatinga

Name of School Principal: Steve Freeman

Name of Governing Council Chair: Amanda Carne

Date of Endorsement: _____

School Context and Highlights

Situated south of the CBD, the school caters for about 470 students from Reception to Year 7. There are more than 25 staff with 17 classes structured as Professional Learning Communities. Each Community is responsible for meeting Site Improvement Plan targets and reporting on them to the whole staff and ultimately to the Governing Council.

The school fosters creativity and broad learning experiences, with literacy, numeracy and well being programs complemented by Performing Arts, French and Physical Education programs. Students have access to a wide range of technology, including Interactive Whiteboards, laptops, IPads and a number of portable devices.

The local community has a strong input within the school, including in policy development and review. We encourage parental/caregiver involvement in school programs, after school sports, assisting in the classrooms, Resource Centre, fundraising, canteen and in forums to provide ongoing feedback.

2016 has been once again a very busy and productive year. We welcomed six new staff to the school including Michele Russell as Deputy Principal, Belinda Feely in year 1/2, Shelley Arbuckle in year R/1, Marie Andrews in French and Performing Arts, Brad Espeland and Mikal Grainger as Groundspersons.

Highlights include:
* our beginning the year with our "Successful Learners" program to allow all students to develop positive relationships with their peers.
* students presenting our "Mindset for Learning" to over 55 parents at our Community Event, being recognised as crucial partners in our work to acknowledge that 'effort and struggle' are integral to learning and so to our school
* connections with Asia including Mr. Pak-Poj Meteepisit, a visiting Thai teacher who spent 7 weeks at our School observing in a range of classes and participating in all facets of school life during that time, as well as a second Korean Homestay program involving 6 Korean students sharing their culture with our students
* the development of our Nature Play area, ensuring that creative play is promoted as a positive aspect of learning
* the introduction of coding in classrooms to support our Design and Technology curriculum
* all teachers moderating samples of work with colleagues at other schools, working also on improving task design
* well attended community events inlcuding a highly successful school fair, outdoor concert and Remembrance Day Ceremony
* class blogs and an OSHC blog created and used to share information

Governing Council Report

Thank you to Reynella Primary staff and leadership team for their continued work in providing the quality education and environment for our children.

Each branch of the Governing Council – Finance, Business, and Programs & Planning – continued to work collaboratively with staff representatives and parent members throughout the year. The Governing Council believes we have again represented the school community in a positive and professional manner, where the care and learning needs of the children are paramount in our decision-making.

Thank you to the staff representatives, my fellow Governing Council members, and the parent members who participate in the Governing Council meetings and parent groups - your time and efforts throughout the year is much appreciated.

Reynella Primary School Governing Council continued to provide the valuable parent input and feedback to assist with the future directions of the Reynella Primary School and to monitor progress to strive to enhance the performance and the achievement of Reynella Primary students.

This past year Governing Council tasks and accomplishments included:
• Continued supervision of the Governing Council businesses of canteen and the Reynella OSHC-Vac Care programs to ensure their sustained financial viability, including the extension of services to two neighbouring schools to ensure they have access to healthy canteen food.
• 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 to the Site Improvement Plan.
• Continued surveillance of road safety and car parking around the school.
• Participation in the Credit Union SA School Community Rewards program.

Governing Council welcomes your input by way of your representation as parent members on the Governing Council branches, or via the suggestion box, and the parent morning teas. 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.

Amanda Carne: Governing Council Chairperson

Improvement Planning and Outcomes

A continued focus for RPS was to build expert learners across our school and community. Central to this work was the development of the MindSet for learning agreements with all staff. These were developed with staff, students and input from parents. They are designed to build on the Growth Mindset work with an emphasis on positive learner dispositions. These will be reflected in the Reporting to parents in 2017. These have been developed around the crucial headings of resiliency, focus, responsibility, reflection and collaboration.

A Community Event was held that was driven by students to share their work and learning in these areas to the parent body. This was highly successful and over 55 families were represented. Feedback was overwhelmingly positive and this will be a model pursued in 2017 to build on this work. In order to further improve transparency and communication with parents, 75% of staff have introduced Class Blogs in their classroom.

In 2017 these will allow for feedback from parents to teachers, involve students input into the class blog and allow teachers to share information and learning as it happens. The target is to have 100% of classes using Class Blogs by the end of term one 2017. The school will be introducing a FaceBook page and is transitioning to a school Facebook page and whole school Blog that will incorporate the exiting Grapevine.

One of our key actions was to implement a comprehension program that builds on students processing strategies and is informed by consistent collection of data. We introduced to all year R-7 teachers the Fountas and Pinell Reading system, ensured that Running Records was used R-7 diagnostically and Scorelink, a Data Management System implemented R-7 and whole school agreements were developed, outlining expectations of all teachers R-7 in Reading.   100% of classrooms have implemented the above strategies.

The key direction in both the SIP and the External Review was to evaluate the implementation of the Teaching for Effective Learning Framework (TfEL) and identify areas for consolidation with the aim of lifting student achievement across the school. Consequently we had staff meetings where teaching staff further familiarised themselves with the language of the TfEL Framework and from this work, groups of teachers worked in Professional Learning Teams to identify different Domains that they wanted to explore further.

All Professional Learning Teams were required to feedback to whole staff at the conclusion of the term. Teachers shared understanding and collaboratively developed strategies to implement in their classrooms. As a whole staff, we looked at the TfEL Compass data collected from students through the Partnership Survey. Upon analysis of data it was identified that our strength is in Developing a Community of Learners (TfEL 2.2).

The areas identified for future of development will be to explore the Construction of Knowledge (TfEL 3.3) and Support and Challenge Students to Achieve High Standards (TfEL 2.4). Many teachers will be using the TfEL Compass in their own classrooms in 2017 to gather data about what elements to further develop in their teaching practice. The Compass data showed that 91% of students agreed with the questions that 'I can learn how to be a better learner' . It also showed that for the questions, 'The harder you work the smarter you can be', had 89% of students in agreement. Our Reynella Primary School students have a strong Growth Mindset, which will be the foundation for further development of the Positive Dispositions for Learning.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
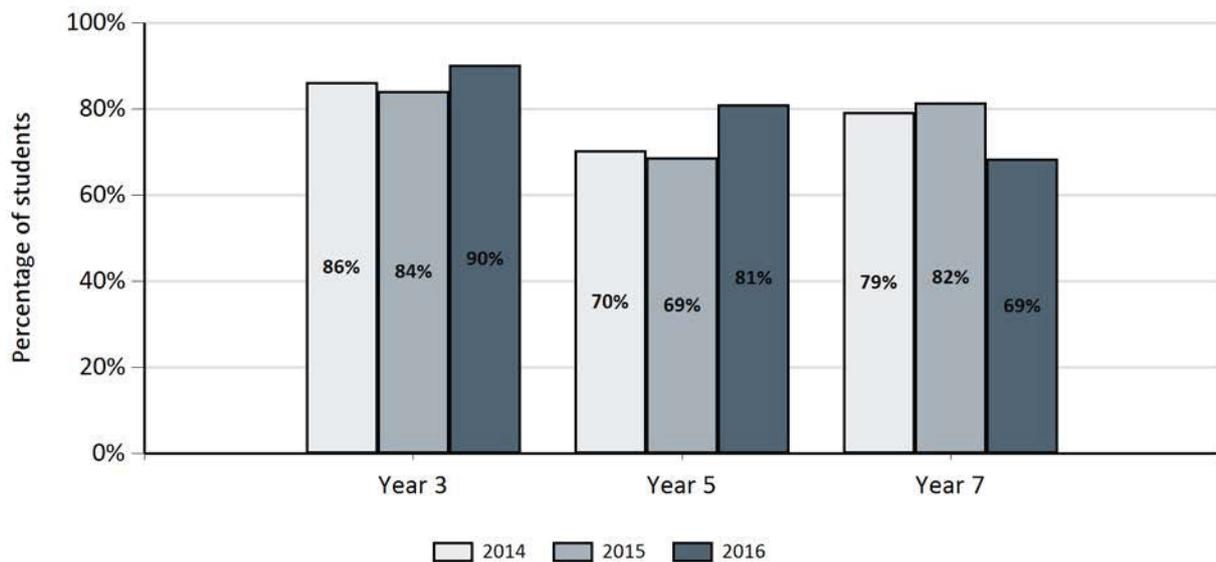
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
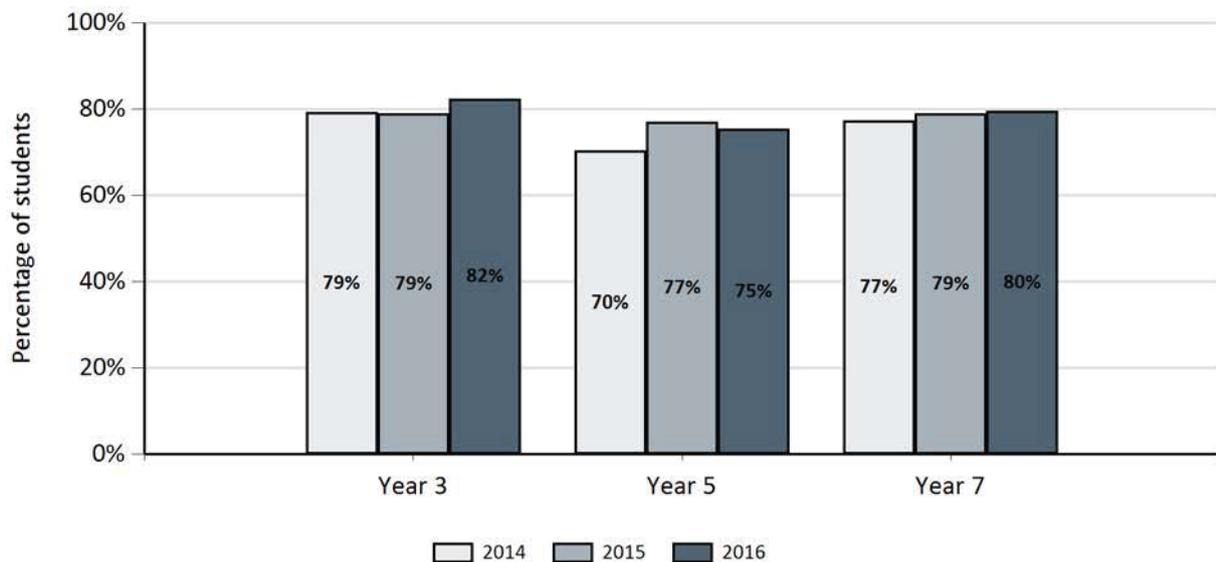
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 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)
Lower progress group	36%	25%	25%
Middle progress group	42%	46%	50%
Upper progress group	22%	29%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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)
Lower progress group	24%	24%	25%
Middle progress group	53%	59%	50%
Upper progress group	22%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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 2016	51	51	31	13	61%	25%
Year 3 2014-16 Average	55.3	55.3	26.0	13.3	47%	24%
Year 5 2016	53	53	18	7	34%	13%
Year 5 2014-16 Average	55.0	55.0	11.3	6.0	21%	11%
Year 7 2016	54	54	7	6	13%	11%
Year 7 2014-16 Average	48.3	48.3	9.7	7.7	20%	16%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

Year 3 Reading
90.2% of the year 3 students achieved the Standard of Educational Achievement (SEA) in Reading which was an increase of 6% over 2015. 60.8% of year 3 students achieved in the top two bands, an increase of 20.4% from 2015.
Year 3 Numeracy
82.4% of the year 3 students achieved the Standard of Educational Achievement (SEA) in Reading which was an increase of 3.5% over 2015. 25.5% of year 3 students achieved in the top two bands, an increase of 9.7% from 2015.

Year 5 Reading
81.1% of the year 5 students achieved the Standard of Educational Achievement (SEA) in Reading which was an increase of 12.3% over 2015. 60.9% of year 5 students who achieved in the top two bands in year 3 were retained in the top two bands in year 5.
Year 5 Numeracy
75.5% of the year 5 students achieved the Standard of Educational Achievement (SEA) in Reading which was above the upper bound baseline set by DECD by 7.4%. 33.3% of year 5 students who achieved in the top two bands in year 3 were retained in the top two bands in year 5.

Year 7 Reading
68.5% of the year 7 students achieved the Standard of Educational Achievement (SEA) in Reading which was a decrease of 13.1% over 2015, however was just 2.5% below the lower bound baseline set by DECD. 30.8% of year 7 students who achieved in the top two bands in year 3 were retained in the top two bands in year 7.
Year 7 Numeracy
79.6% of the year 7 students achieved the Standard of Educational Achievement (SEA) in Reading which was above the upper bound by 6.9% and an increase from 2015 of 0.7%. 40% of year 7 students who achieved in the top two bands in year 3 were retained in the top two bands in year 7.

Our goal is to increase the number of students who achieve in the top two bands in year 3 and continue to achieve in the top two bands as they progress through year 5 and year 7. Our work on whole school agreements in reading, the focus on the teaching of reading 3-7 as well as the use of critical data analysis in relation to each student, personalising learning and ensuring positive dispositions to learning, all support further improvement. Our year 3 data has reflected the work already carried out in this area.
Running Records consistently show strong growth in Reading in the Early Years. The percentage of students demonstrating expected achievement in year 1 was 76.4% and in year 2 was 91.8% .
Numeracy results are sound but we are striving to improve those for all students. Year 3,5 and 7 NAPLAN data showed significant improvement over 2015 and in 2017 there will be a further focus on Numeracy R-7.
Other school based data collected supports the results described in this section. Development of Positive Dispositions towards maths is an essential aspect of future success.

Attendance

Year level	2014	2015	2016
Reception	93.0%	92.6%	93.3%
Year 01	92.6%	93.4%	93.9%
Year 02	93.3%	94.7%	93.1%
Year 03	95.1%	94.1%	94.7%
Year 04	94.3%	94.0%	93.3%
Year 05	94.6%	95.4%	94.4%
Year 06	94.0%	94.0%	93.2%
Year 07	92.3%	94.7%	94.2%
Total	93.7%	94.0%	93.7%

Data Source: Site Performance Reporting System, 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 DECD 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

Students, staff and parents responded similarly to all initial survey questions. There was strong agreement that teachers expect students to do their best and that they provide useful feedback about schoolwork to students. Students felt supported in their learning, while one parent sought further support for their children who was doing exceptionally well. This links directly with the work that we are dealing on improving the "stretch" for children.

The survey reported that teachers treat students fairly and that overwhelmingly students feel safe at school, which is supported through the bully surveys carried out twice a year. Following the work that we have done on positive mindsets, it was pleasing to see a positive response to "My school looks for ways to improve".

There was agreement that behaviour by a few individual students remains a concern as it interrupts learning. Students recognised that mistakes are a significant part of learning and that striving for "Personal Best" is important. Students noted that teachers were interested in their life outside of school, however 6% of the students would like this to be even more evident. Most students felt that they had choices in how they learn at times, and that they were acknowledged for their efforts.

Students and teachers indicated that they used and taught aspects of the growth mindset, positive dispositions and that student voice was a developing aspect throughout the school. Many parents act knowledge that they were aware of the work that the school has been doing around these areas.

There was common agreement that the school is well maintained and that this connects directly with student learning. There were various views from parents about the effectiveness of communication via technology. However, it was recognised that this is the way of the future. It does raise the point that we need to use a variety of means to get information to families, as not everyone has access to the internet.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	2.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	6.7%
Transfer to SA Govt School	63	84.0%
Unknown	5	6.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD 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	11

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	1.0	23.0	0.0	9.0
Persons	1	26	0	12

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	3,296,780
Grants: Commonwealth	739,049
Parent Contributions	191,528
Fund Raising	10,000
Other	56,010

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress 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.	Decrease in length of time out of the learning following behaviour episodes.
	Improved Outcomes for Students with an Additional Language or Dialect	SSO allocation to support EALD students.	Achievement of a C Grade in English.
	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 in place for each student and being met.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Aboriginal Education Teacher appointed to work with individual and small groups of students. This was highly effective, however was only available because in the previous year we had 10 aboriginal students. This allowed for SMARTAR goals to be developed and monitored closely. The AET worked closely with teachers and families.	Improvement in achievement of SMARTAR goals by each of our 8 aboriginal students.
	First Language Maintenance & Development	Australian Curriculum (AC): * Moderation by teachers of the writing and mathematics. * Running Record training for all R-7 teachers. * Professional Learning Teams focusing on Task Design. * Regular and comprehensive analysis of AC data using a whole school Data Management System.	More effective formative assessments and feedback occurring.
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	Not Applicable	Not Applicable
	Better Schools Funding	Support through professional learning, working with CPAC and also working with DECD personnel. High effect strategies implemented as per John Hattie's research. Tri-school moderation focusing on task design.	Yr 3 and 5 improvement in top 2 bands but Yr 7 showed decline (matched state)
Other Discretionary Funding	Specialist School Reporting (as required)	Not Applicable	Not Applicable
	Improved Outcomes for Gifted Students	Not Applicable	Not Applicable
	Primary School Counsellor (if applicable)	Not Applicable	Not Applicable