



# Reynella Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Reynella Primary School Number: 379

Partnership: Panalatinga

Name of School Principal:

Michele Russell

Name of Governing Council Chair:

Amanda Carne

Date of Endorsement:

20/02/2018

## 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 2017 the school finished the year with 470 students from Reception to Year 7 in 18 classes. Enrolments are demonstrating an increase for 2016, 2017 and 2018.

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 developing the essential skills of Literacy and Numeracy and 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.

2017 has seen significant changes for Reynella PS. Michele Russell was appointed as principal for the next 7 years. Karen Matthews was deputy principal in terms 1 and 2 then Sharyn Darrell took over but went on leave from week 3 in term 4. Fortunately our newly appointed Senior Leader; Learning Technologies Matt Simmons, was able to step into the role of deputy principal and was in the office full time for term 4. We welcomed several new teachers this year: Tanya Millican, Belle Padgett, Cameron Parsons and Amy Sheppard and look forward to them continuing in 2018. Rob Mallee retired at the end of the year.

There were many highlights in addition to our regular school events. Our Nature Play area was finished and our students worked alongside the crew from Endemic Environments for the TV show Totally Wild. Students entered a competition to design a school mascot to promote our Mindset for Learning. Year 6/7 girls were involved in the Every Girl program and Community projects; the most successful being the Shoeboxes of Love initiative which saw over our community contribute 150 shoe boxes for charity. A year 1 class declared a 'War on Waste' which saw us develop an Environment Committee to action improvement next year. Our main fundraising event was a Twilight Colour Fun Run which saw us raise over \$13 000 but more importantly saw record numbers of parents/caregivers participate alongside staff and students.

## Governing Council Report

Governing Council continued to work collaboratively with staff representatives and parent members volunteering on Finance Advisory and Programs & Planning branches. 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.

Reynella Primary School Governing Council saw a pleasing increase in parent involvement this year with the parent representation on Governing Council doubling as well as an increased number of people volunteering across the school. We continued to provide 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.

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.
  - Redesigning the role of Programs and Planning and renaming it Community Connect.
  - Facilitating several Community Cafés for parents to share the teaching and learning: Cyber safety, Mindsets for Learning and Blogging.
  - Supported the Fundraising Committee to coordinate our biggest community event to raise funds for our Pastoral Care Worker: Colour Fun Run that was a huge success and raised over \$13 000.
  - Supporting the Instrumental Music Program and After School sport extra-curricular activities.
  - Continued financial monitoring of the Reynella PS Budget and WHS, as well as relevant OSHC policy updates.
  - Initiated the process for the outsourcing of OSHC/Vac Care.
  - The annual Year 7 graduation.
  - Continued support of the Site Improvement Plan.
  - Continued surveillance of road safety and car parking around the school.
- \* The introduction of Breakfast Club, once a work, supported by Kickstart for Kids.

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

The aim for our school in 2018 was to build a collaborative culture where all members of the school community are talking about learning. We maintained our focus on higher standards of learner achievement in Literacy and Numeracy, engaging with families and community and promoting the well-being and resilience of our students.

One of our key strategies was to implement Professional Learning Teams as an opportunity to work collaboratively with colleagues from across the school to shift pedagogy. Our Site Improvement Plan guided our focus:

- \* Developing deep understandings and mastery of learning through conversations about setting learning goals;
- \* Metacognition: developing learner resilience by teaching metacognition skills to recognise when learning is hard and to keep going;
- \* Using technologies to foster dialogue, collaboration and inquiry, at the classroom level.

The newly appointed Senior Leader took on the challenge of introducing learning technologies as a tool to improve pedagogy across the school. Class blogs were implemented across our site in term 1. Teachers were released in small teams across the course of two terms to develop fluency with the CampusPress platform and deepen understanding of how class blogging can be used as an effective pedagogical tool. Class blogs were found to provide an authentic audience for student learning and have been embedded in classroom practice.

Google Chromebooks have been purchased in order to provide consistent access to integrated technologies for middle years learning. The hardware, infrastructure and risk assessment process has been put in place for use in 2018. This will support our movement towards inquiry based learning in the upper primary years, with the aim to use technology as an embedded tool for daily learning. The purchase of 40 additional iPads was made to support early years learning, increasing the number of devices available in junior primary classrooms.

Learning Walks were introduced across the school. These were a classroom visit/observation that provided principals and teachers opportunities to reflect on what students are learning, teaching strategies, student interaction with the content and student engagement – the degree to which they are being stretched. The focus was Mathematics. To support their own professional development in Mathematics, staff across the school participated in either Tierney Kennedy's Back to Front Mathematics or Jo Boaler's Mindset Mathematics course. These will continue into 2018.

We had Chris Killey return to our school to introduce us to VCOP (Big Write) and many classes are implementing this approach across the school. A team of teachers attended the follow up day towards the end of the year and will share their learning with staff in week 0.

We continued to develop our student voice model and our student leadership team worked collaboratively with the students from Reynella South School.

Our school was chosen to be part of the Critical and Creative Thinking project along with Morphett Vale East, Pimpala, Coorara and Reynella South schools. Three teachers from each site undertook the Creating Cultures of Thinking course through Harvard University with the expectation for them to share their learning and support others next year across the group. The impact can clearly be seen in their classrooms and they have shared their learning within their PLTs.

Tri-school moderation continued twice a term with Reynella East College and Morphett Vale East with a focus on moderation and task design supported by our SLIP. Teachers were released in learning teams to collaboratively plan units of work against the Australian Curriculum that provide students the opportunities to stretch their thinking.

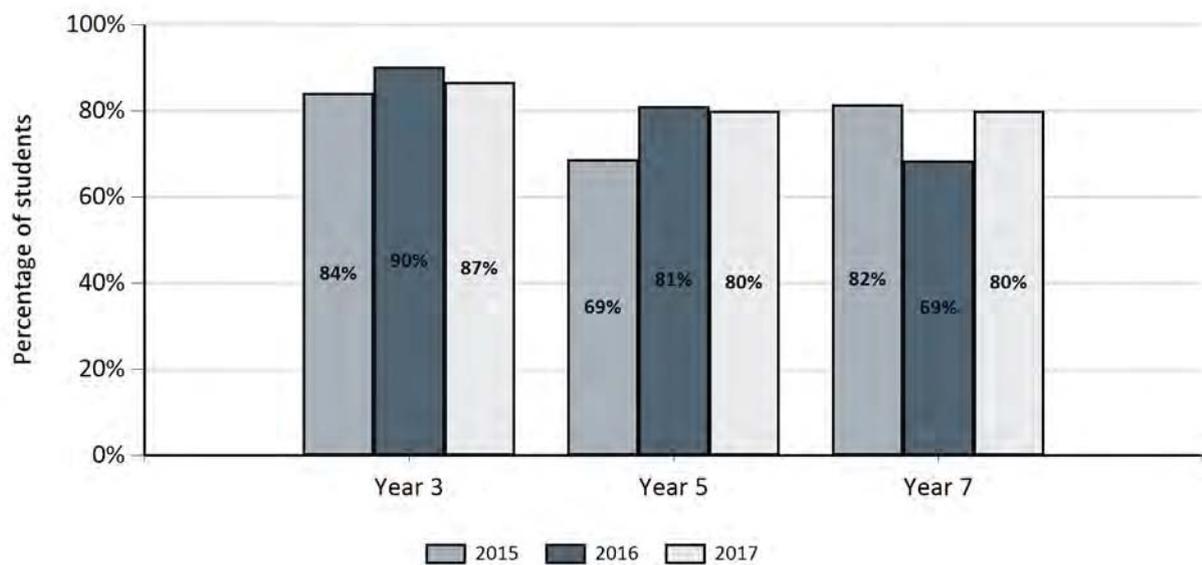


## Performance Summary

### NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

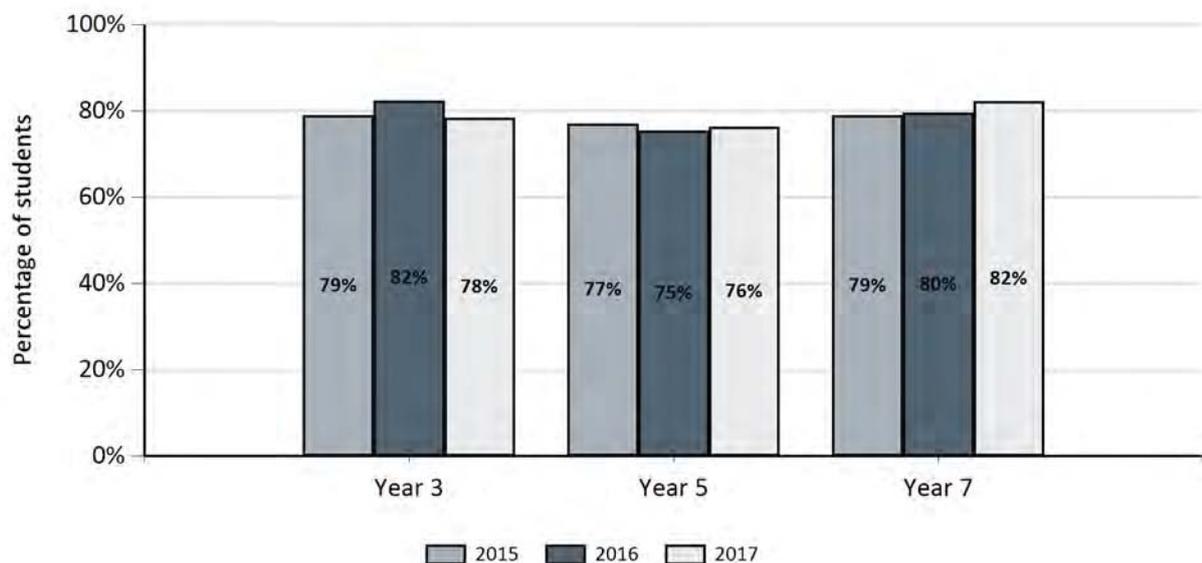
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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, July 2017.

\*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 2015 to 2017 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	38%	31%	25%
Middle progress group	54%	40%	50%
Lower progress group	8%	29%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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 5-7	Year 3-5	State (average)
Upper progress group	17%	20%	25%
Middle progress group	59%	63%	50%
Lower progress group	24%	16%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	60	60	27	10	45%	17%
Year 3 2015-17 Average	56.0	56.0	27.0	10.7	48%	19%
Year 5 2017	55	55	21	5	38%	9%
Year 5 2015-17 Average	52.0	52.0	16.0	5.3	31%	10%
Year 7 2017	45	45	6	6	13%	13%
Year 7 2015-17 Average	45.7	45.7	7.3	5.7	16%	12%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>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

### Lower Bands

% of students below NMS in reading and numeracy is at an all-time low in Years 3, 5 and 7. See page 18-20 (reading) and page 24-26 (numeracy).

### Higher Bands

% of students in higher bands.

Year 3 Reading – Higher than every other year except last year (2016).

Year 5 reading – Higher than every other year.

Year 7 reading – Higher than last year slightly. Down on most previous years. Only 13.3 %. Definite Focus.

Year 3 Numeracy – 16.7%. Significantly down from last year. Below our historical average of 18.1%.

Year 5 Numeracy – 9.1% Significantly down from last year. On par with our historical average of 9.3%.

Year 7 Numeracy – 13.3%. Slightly higher than the last two years. Below our historical average of 13.9%.

### Higher Band Retention

% of students in Year 5 that have stayed in higher band since year 3.

Reading – 73.7%. Highest rate of retention since 2010 at RPS.

Numeracy – 16.7%. Lowest rate of retention since 2010 at RPS. Only 1 out of 6 students stayed in higher band.

% of students in Year 7 that have stayed in higher band since year 3.

Reading – 44.4%. Higher rate of retention than last year but lower than all previous years. 4 out of 9 students stayed in higher band.

Numeracy – 50%. Lower than our historical average. 2 out of 4 students stayed in higher band.

### Main Strengths in the lead up to 2017 NAPLAN

- Moving students above the NMS.

- Moving students into the higher bands in reading in year 3 and 5.

### Main areas for focus

- Retaining higher band achievement through to year 7 (reading and numeracy).

- Moving students into higher bands in numeracy across all year levels.

Running Records consistently show strong growth in Reading in the Early Years. The percentage of students demonstrating expected achievement in year 1 was 78% and in year 2 was 82% .

From this data we have identified the students we will track and monitor throughout the year. Teachers will regularly meet in their Learning Communities (year level teams) to discuss and develop strategies to ensure the progress of students.

## Attendance

Year level	2014	2015	2016	2017
Reception	93.0%	92.6%	93.3%	92.3%
Year 1	92.6%	93.4%	93.9%	93.0%
Year 2	93.3%	94.7%	93.1%	93.3%
Year 3	95.1%	94.1%	94.7%	91.7%
Year 4	94.3%	94.0%	93.3%	94.2%
Year 5	94.6%	95.4%	94.4%	91.8%
Year 6	94.0%	94.0%	93.2%	94.1%
Year 7	92.3%	94.7%	94.2%	91.2%
Total	93.7%	94.0%	93.7%	92.7%

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

All staff responded to the staff survey with 50 parents representing all year levels taking the time to participate and a random sample of 38 students across the primary years.

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.

As this year was a year of much change for Reynella PS it was strongly acknowledged that the school is looking for ways to improve which reflects the efforts of all staff as they look at ways to shift their pedagogy and work collaboratively.

The survey reported that teachers treat students fairly and overwhelmingly students feel safe at school, which is supported through the bully surveys. 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 all students, bar 1, felt that their teachers motivated them to learn.

The surveys raised some concerns regarding the maintenance of our school and this is currently being addressed as we are looking to continue to involve our students and parents in caring for our school environment.

The parent survey indicated a high level of satisfaction with our school and staff all feel supported. The staff survey responses were also pleasing with only a couple of staff wanting more feedback on their work. This will be addressed next year with the development of a Performance Development policy and consistent leadership. 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 2018

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	6.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	1.2%
Transfer to SA Govt School	74	91.4%
Unknown	1	1.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## 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	45
Post Graduate Qualifications	12

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	23.5	0.0	8.6
Persons	1	28	0	11

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	25 000
Grants: Commonwealth	1 000
Parent Contributions	121 323
Fund Raising	21 066
Other	

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

## 2017 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 2017 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. "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 & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & 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. * Tri-school moderation/task design occurred twice a term focussing on Mathematics * Learning Communities identified students for tracking and monitoring in Reading, & supported through Toe by Toe * 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 SLIP	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	
Other Discretionary Funding	Better Schools Funding	Reading Support teacher released to support teachers to implement Fountas and Pinnell and design strategy groups in classroom in Reading	All students Reading data is tracked and monitored across the school
	Specialist School Reporting (as required)	n/a	
	Improved Outcomes for Gifted Students	n/a	
	Primary School Counsellor (if applicable)	n/a	