Clarendon Primary School
2019 annual report
to the school community

Government of South Australia
Department for Education

Clarendon Primary School Number: 720
Partnership: Sea & Vines

Name of school principal: David Hodges

Name of governing council chairperson: Rebecca Fox

Date of endorsement:

School context and highlights

2019 was a year of change for Clarendon Primary School, beginning with a new Principal and R/1 teacher. The school began the year with 106 enrolments across 4 classes composing of R/1, 2/3, 4/5 and 6/7 students. The two JP classes began the year at capacity and it became evident early in the year that the demand for enrolments into the 2020 Reception class were again going to out weight available spaces.

Staffing was consistent with 4 permanent classroom teachers complimented by a contract 0.6 NIT teacher and 0.2 Indonesian teacher. The Principal also took on a teaching role in 2019 to release staff to work on school improvement priorities.

Highlights for the school year were plentiful beginning with the implementation of the newly developed Site Improvement Plan from late 2018. Staff had clear direction based on our school learning data and the strategies developed from the Improvement Guidebooks supplied by the Department for Education. With improvement goals in Reading, Maths and Writing, key improvements included whole-staff engagement in the Brightpath Writing Tool and Student-Centred approach to Mathematics.

During Semester 2 staff collaborated with the Governing Council to create the 2020-2023 Strategic Plan. This plan clearly identifies the vision, values and strategic directions for the school to pursue over the next four years.

Clarendon Primary School again achieved pleasing results in NAPLAN testing, although overall results were skewed with two students not sitting the test. In such a small cohort, these results had a bearing on school results. Despite this, our results again reflected the high percentage of students who attained Standard Education Achievement (SEA) and re-iterated our goal of providing stretch for our learners to achieve and retain High Band results.

During 2019, we hosted many memorable events, enjoyed by many members of lour local community. These included a wonderful Harmony/Elders Day where our students played games from "yesteryear" with their Elders. The twilight Sports Day was again a popular feature with students and families, as well as the SAPSASA Athletics Day which followed soon after. We celebrated Science Week and Book Week in Term 3 with a STEAM 'Escape Room' and Book Week dress up parade both highlights. In the final term we celebrated the year with a concert evening inspired by rock band Queen and a beautiful Oak Tree Ceremony for our graduating Year 7s.

Governing council report

The governing council had a very productive year with many successful projects completed.
Upgrades to the administration building were completed, new playground equipment installed and the storage shed (and associated drainage fixes) budgeted for 2018, were also undertaken this year.

A sub-committee of the council assessed applications for tender of an onsite OSHC facility and the successful candidate was chosen for the school. The contract for the external provider will begin week 1 Term 1 2020, offering both before and after school care to Clarendon Primary school and Clarendon Kindergarten students. The contract allows the provider to assess viability of the service at the end of term 1 and to withdraw the service if found to not be viable with current student numbers. It has been confirmed that if this were to occur that Kangarilla OSHC service would allow Clarendon students to return.

The Governing council, in conjunction with school staff, completed a review of the school vision and values that feed into the school's strategic plan objectives for the next 4 years.

Other highlights for the year included:
-Jump Rope for Heart fundraiser
-Harmony and Elders Day
-Sports Day
-Visits by CFS and First Aid trainers
-Student participation in Anzac Day proceedings
-Year 6/7 Mylor Adventure Camp
-Year 4/5 Wirraway Camp
-Year 2/3 Monarto Zoo Snooze
-R/1 Sleepover at school

Improvement planning - review and evaluate

Clarendon Primary School began 2019 with a new 3-year Site Improvement Plan, developed late in Term 4 2018 and reviewed and refined by staff in collaboration with the new Principal in January of 2019.

Each goal in the Site Improvement Plan reflected the vision of increasing and retaining high achievement of our students. The learning data at Clarendon Primary School suggests that approximately 90% of the students attain the Standard of Education Achievement (SEA) and therefore our goals reflected the desire to stretch students into high achievement and maintaining students who reached this in the early years.

The three goals staff worked on were across the areas of Reading, Writing and Maths. Each challenge of practice reflected the requirement of staff to be "on the same page" and engaged with the Continuity of Learning Plans which had been created in 2018. These documents were created to ensure continuity and consistency of learning across the classes.
Each area had key actions to drive the improvement as staff worked toward the explicit success criteria of what our student's can "say, make, do" in the different learning areas. At Clarendon Primary School, we designed our actions so there was crossover, across the goals, allowing our team to go deep into high impact strategies to improve student learning. As a staff we used the "Maintain Momentum" guidebooks to support the development of these actions.

In 2019, as a staff we went deep and narrow with our school improvement work, focussing on writing and numeracy in depth whilst also reflecting on our actions and goals in reading. Feedback from staff reflected that by narrowing our focus staff felt they had the "time and head space" to improve, as opposed to being pulled in multiple directions.

Our key work in Numeracy focused on staff professional learning of "Student-Centred Maths' as recommended in the guidebooks. We released Regan Birrell, our Year 6/7 teacher to drive this learning and she did a wonderful job. Regan led staff professional development at staff meetings and a Student Free Day. As we worked our way through the text, staff became more confident embedding the student-centred approach to teaching maths into the classrooms and positive change was noted quickly. Staff observed students engaging with maths problems, collaborating with peers, discussing strategies and competently solving real-world problems. We gathered student disposition and engagement data also and student's recognised their attitude to Maths was improving and their ability to collaborate, think deeply and problem-solve was self-evident. During our regular review and evaluate stages of the Site Improvement cycle, as a staff we reflected on the growth of teachers in our pedagogy.

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.
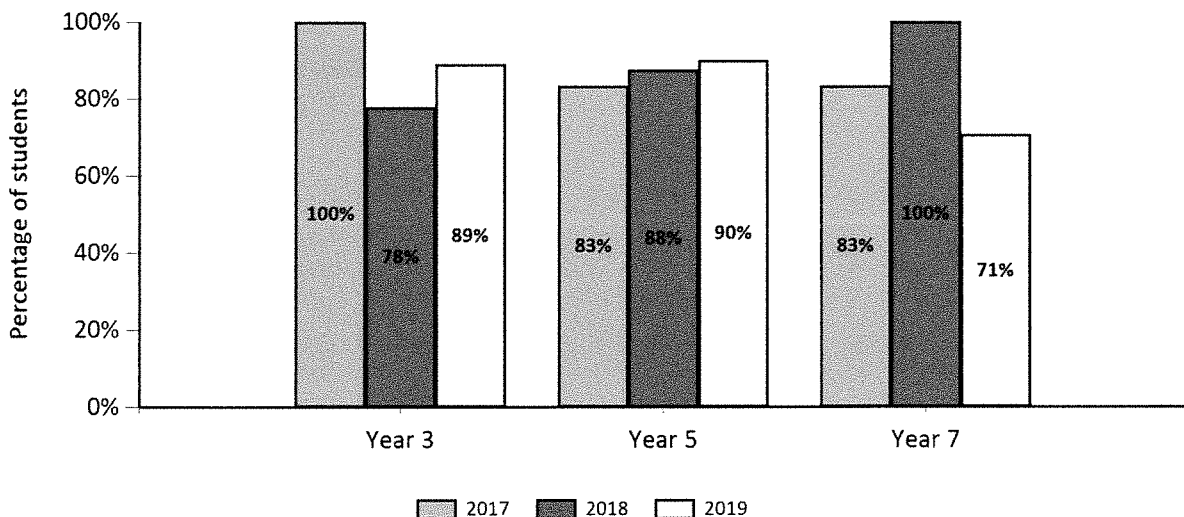
Reading
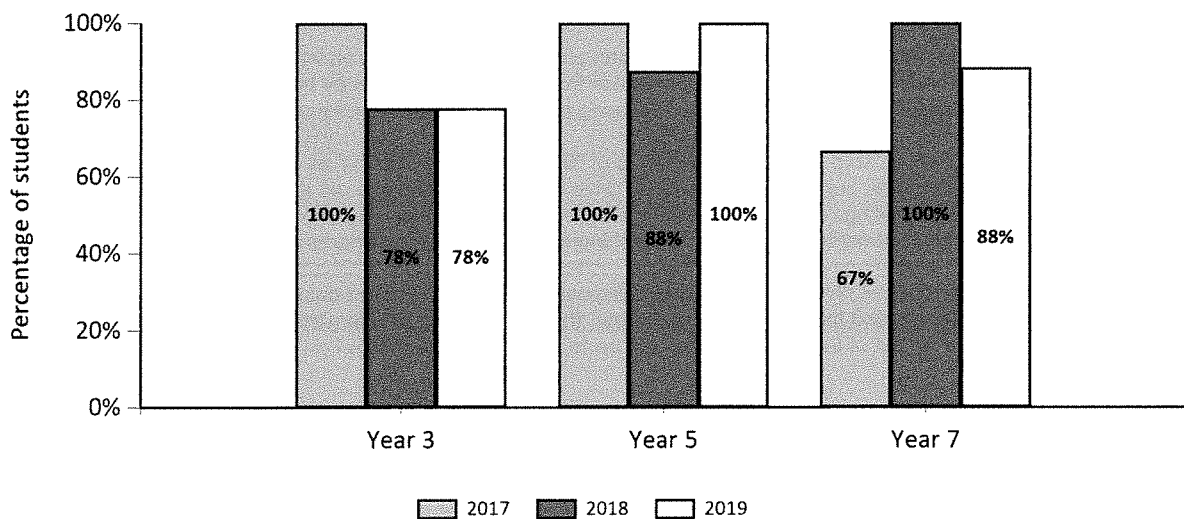
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six 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	0%	8%	25%
Middle progress group	78%	77%	50%
Lower progress group	22%	15%	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	11%	15%	25%
Middle progress group	78%	54%	50%
Lower progress group	11%	31%	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	9	9	5	3	56%	33%
Year 3 2017-19 average	12.0	12.0	5.7	3.3	47%	28%
Year 5 2019	10	10	1	0	10%	0%
Year 5 2017-19 average	12.0	12.0	4.7	2.7	39%	22%
Year 7 2019	17	17	3	4	18%	24%
Year 7 2017-19 average	10.0	10.0	2.0	3.3	20%	33%

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

As with all small schools, cohort data requires careful review as individual results can impact greatly on percentages. The overall performance of the school was lower than the 2 previous years, however two students not sitting the test impact these results significantly.

Of all our students to sit NAPLAN in 2019, 85% achieved proficiency in Numeracy and 94% achieved proficiency in Reading. Of this 18% achieved High Band in Numeracy and 27% achieved High Band in Reading. Of our small percentage of students who did not achieve proficiency, each are a student with disability and/or receive learning intervention support.

Our small cohort of Year 3s was spread across the performance scales with a low percentage not reaching Standard Education Achievement (SEA), but a large percentage achieving High Band results. 56% of Year 3 students achieving High Band in Reading was an outstanding result to be celebrated and a reflection of the positive work which has taken place in early years literacy programs.

Of our small cohort of Year 5s, 100% achieved SEA in Reading and 90% achieved SEA in Numeracy, however our High Band achievement and retention was clearly an area for improvement among this cohort.

As mentioned previously, our Year 7 results were impacted by 2 students not sitting the test, upon closer inspection 100% of student who sat the test achieved SEA in reading and 80% in Numeracy.

The progress result re-iterated our goals of High Band retention.
Our improvement work is aligned to this goal and represents opportunity for students to understand where they are at in their learning, where to next and to develop non-routine thinking skills, necessary to achieve High Band results.

Our school also gathers and analyses other learning data for planning learning and analysing learning growth.
Our students sit the Progressive Achievement Test (PAT) in Reading and Maths, to gather proficiency data as well as longitudinal growth data. Unfortunately, as per an email from the Department in late-November, the 2019 PAT Reading test had "significant changes" and was not to be used for this purpose until further notice.

However, in PAT Maths a large percentage of our students achieved SEA. In Year 2 100% achieved SEA, in Year 3 89%, in Year 4 76%, in Year 5 90%, in Year 6 75% and in Year 7 82%. Again, as with NAPLAN, each of these students below SEA received learning support and intervention.

Throughout the year our teachers also collected, analysed and acted upon learning data from Running Records, Phonics Screening, Words Their Way testing, Maths Mate and other classroom based assessments. As with all data, it is analysed to inform teaching, with the goal of achieving "progress for every learner" on their individual learning journeys.

Attendance

Year level	2016	2017	2018	2019
Reception	90.5%	90.8%	85.9%	93.3%
Year 1	91.3%	92.4%	91.4%	87.5%
Year 2	92.0%	93.5%	88.8%	86.8%
Year 3	88.6%	92.2%	92.9%	90.8%
Year 4	93.9%	91.8%	90.3%	93.6%
Year 5	90.2%	92.6%	88.2%	89.6%
Year 6	94.5%	95.0%	93.5%	90.6%
Year 7	92.6%	89.5%	88.1%	89.4%
Total	91.7%	92.3%	90.6%	90.1%

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

Attendance comment

2019 attendance represented a similar percentage to the previous years at Clarendon Primary School, again below the Department for Education goal of 95%. Again, there were many factors including a large number of exemptions for family holidays and a few specific illnesses particularly in the early years. Reception and Year 4 attendance were highlights, however Year 1 and Year 2 both declined from previous years.

Behaviour support comment

In 2019, Clarendon Primary School again recorded no suspensions or exclusions. As a school, we have continued to focus on positive relationships with students and families, recognising that things will go wrong at school, but finding appropriate ways to restore relationships. We look forward to developing our understanding further with a student-free day in Term 1, 2020, led by Bill Hansberry on developing a restorative culture.

Department behaviour support was accessed briefly for support and specific staff took on mentoring roles with identified students who required extra support with behaviour choices. In general, staff managed behaviour challenges with consistent behaviour expectations and a positive learning environment.

Client opinion summary

In 2019 the Parent Opinion survey was again conducted using the School Survey online tool.
Despite having printed copies available, repeated reminders in the newsletter and via the Skoolbag app, just 6 families responded, reflecting feedback from less then 10% of the community.

As such, this data will not give an accurate opinions of the broader school community. However some positive feedback included:
100% of respondents strongly agreed that my child likes coming to this school and the school looks for ways to improve.
100% agreed or strongly agreed that teachers at this school expect my child to do his or her best, teachers at this school treat students fairly, the school's communication is effective and timely and the school has a clear and communicated vision for the future. Other quotes included:
"Small school, strong community and NOT an IT focus school. Highly value the importance of PLAY"
"Warm, strong, clear leadership"
"Leadership/staff are all stand out role models"
"Care and interest from teachers in students as individuals"

Some individual feedback to consider included:
Feedback provided to learners, classroom behaviour management, more exposure to IT and student performances in assembly/concert.

Throughout the year I regularly encouraged the community to speak to me directly if there are any concerns, questions or feedback and encouraged proactive communication between the community and staff.

Intended destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	7.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	30.8%
Transfer to SA Govt School	8	61.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

As per DfE requirements, all staff and volunteers have appropriate relative history screening. This year Clarendon Primary School followed the change in procedure and ensured volunteers and staff completed the Working With Children Checks (WWCC). Support staff at CPS ensure all staff, volunteers and contractors and inducted, sign in and have the relevant history screening.

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	9
Post Graduate Qualifications	6

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	0.0	5.5	0.0	3.3
Persons	0	6	0	5

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

Financial statement

Funding Source	Amount
Grants: State	1159962.63
Grants: Commonwealth	2050
Parent Contributions	67253.08
Fund Raising	8422.34
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	Counsellor funding used to support students with behaviour choices, lead restorative conversations and ensure proactive approach in communication with parents.	Refer to report on page 7.
	Improved outcomes for students with an additional language or dialect	n/a	
	Improved outcomes for students with disabilities	Funding enabled staff to run intervention programs including Mini-lit, Multi-Lit and small Literacy and Numeracy groups for students with disabilities.	Each student in intervention programs achieved success in the program
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	Numeracy and Literacy funding and Early Year support. Funding supported the employment of SSOs to support Early Years learning program, in particular in response to phonics screening tests and running records data. Small maths groups were also created to support students not demonstrating SEA achievement. Staff were released to work on Literacy and Numeracy goals from the Site Improvement Plan, including assessing and moderating students writing with the Brightpath writing tool and planning and evaluating student-centred Maths activities.	SSO support in the Early Years supported the attainment of SEA in Literacy and Numeracy across R-3. Site Improvement goals continue to be worked towards.
Program funding for all students	Australian Curriculum	Professional learning and student free days used to develop teacher pedagogy and understanding in delivering the Australian Curriculum.	
	Aboriginal languages programs initiatives	n/a	
	Better schools funding	This small amount of funding provided an opportunity to introduce new innovative technology in a 3D printer and support the upgrade of laptops in the UP classrooms.	Integrated learning technologies into classroom learning.
Other discretionary funding	Specialist school reporting (as required)	n/a	
	Improved outcomes for gifted students	n/a	
	Primary school counsellor (if applicable)	This funding allowed release from teaching for the Principal to support students with additional social and emotional learning needs and to proactively work with students and families.	Refer to report on page 7.