



Clarendon Primary School

2020 annual report to the community

Clarendon Primary School Number: 720

Partnership: Sea & Vines

Signature

School principal:

Mr David Hodges

Governing council chair:

Rebecca Fox

Date of endorsement:

8 February 2021



Government
of South Australia
Department for Education

Context and highlights

Clarendon Primary School (CPS) is a small, picturesque school in the Southern Mt Lofty Ranges, located on the land of the Kurna First Nations people. CPS is a Category 7 school on the index of disadvantage, and has four composite classes catering for students from Reception to Year 7. CPS has a strong focus on environmental studies, sustainability and has the Stephanie Alexander kitchen/garden program incorporated into our student's learning.

In 2020, CPS had 96 enrolments of which approximately 10% have a verified disability and qualify for extra support in their learning. We have two students who identify as First Nation Australians and very few from Non-English speaking backgrounds.

Despite the challenges of COVID-19, 2020 was a successful and enjoyable year for our community. The challenges of the lockdown in March, brought new learning and opportunities for staff, students and families. Each class engaged in on-line learning and new technologies allowed successful learning-at-home programs to be implemented. Unfortunately, families were unable to attend our Sports Day or End-of-year Concert, however both events were filmed and able to be enjoyed by families together. The resilience and supportive nature of our community, shone through these challenging times.

In Term 1, CPS had its scheduled External Review from the Department for Education. The feedback from the 2-day review was extremely positive and confirmed the directions set in our Site Improvement Plan (SIP). Our teaching team continued to learn, improve and implement the actions in our SIP, including the use of the Brightpath tool for moderating writing, Close Reading strategies to develop reading comprehension and the problem-solving focus in Maths.

There were many highlights for our students, beginning with a celebration for our local CFS, who just prior to school returning had fought a large fire adjacent to the school in Clarendon. Our students were able to enjoy incursions, excursions and camps, took part in multiple SAPSASA and inter-school sporting opportunities and again developed their leadership skills through our Student Representative Council and Young Environmental Leadership groups.

Our school community began collaborative work on our 2020-2023 Strategic Plan. Main highlights included Restorative Practice training for all staff, the appointment of Annara Oxenham as Pastoral Care Worker and the proactive well-being lessons she began running with each class, the emphasis placed on connection, transition and continuity of learning with Clarendon Preschool and the use of data by teachers to ensure personalised learning opportunities for all students.

Governing council report

2020 was a challenging but productive year at Clarendon Primary. The governing council supported the Clarendon teaching staff in their ability to pivot to on-line learning and in changing the format of many school events due to COVID. The sports day and school concert were both successfully held without family participation and were instead filmed so families could watch these events together afterwards. The school's strategic plan 20-23 was both reviewed and implemented, and the school also received a positive external school review in March, meaning another external review won't be required again for 3 years. Money was allocated to classroom and kitchen area upgrades, including rooms being painted and carpets being replaced, and new SAPSASA sport tops were purchased so students can now represent Clarendon Primary in style. The council also participated in preparatory discussions to plan for year 6/7 transition to high school in 2022, and due to the success of the Clarendon morning OSHC, have agreed to a contract extension of the service to 2023. And to round out what was an unusual and unconventional year, the students held a FUN-raising colour run on the last day of school.

Quality improvement planning

In 2020, CPS entered the second year of the three year School Improvement Plan (SIP) cycle. Each term staff meeting time was scheduled to ensure the SIP was regularly reviewed and evaluated to support our improvement. Over the first two years of the SIP, CPS has also dedicated Student-Free Day sessions to analysing our progress and the achievement of our students.

In 2020, our SIP continued to drive all professional learning and ensure consistency and clarity amongst staff. In writing, our staff continued to use the Brightpath writing tool to assess, moderate and provide feedback to our writers. In 2020, we began using the Persuasive writing ruler along with the Narrative ruler we had implemented in 2019. Each class displayed the Brightpath ruler and provided the students with exemplars to understand their own personal areas for improvement. In 2021, we will add the Information Report Writing ruler to develop student's understanding of this non-fiction genre.

In Reading, our key professional learning focused on Close Reading. We were joined for a Student-Free Day by Mirjana Grubor from the Department for Education Learning Improvement Division. Mirjana engaged the staff in this new learning, gave example and had the staff take part in their own 'Close Read.' A close read has a student re-visit, annotate and 'zoom in' on a complex text. Our students were exposed to this strategy and developed their skills of analysis, comprehension and depth of understanding by using the process.

In Maths, the staff continued to develop our student-centered approach to Maths, allowing opportunities for our students to think, collaborate and problem-solve. Each class implemented an 'arrival task' where students tackled an unfamiliar problem, collaborating with peers, communicating the strategies they have used and justifying their solution. All of which are important skills for confident and capable mathematicians.

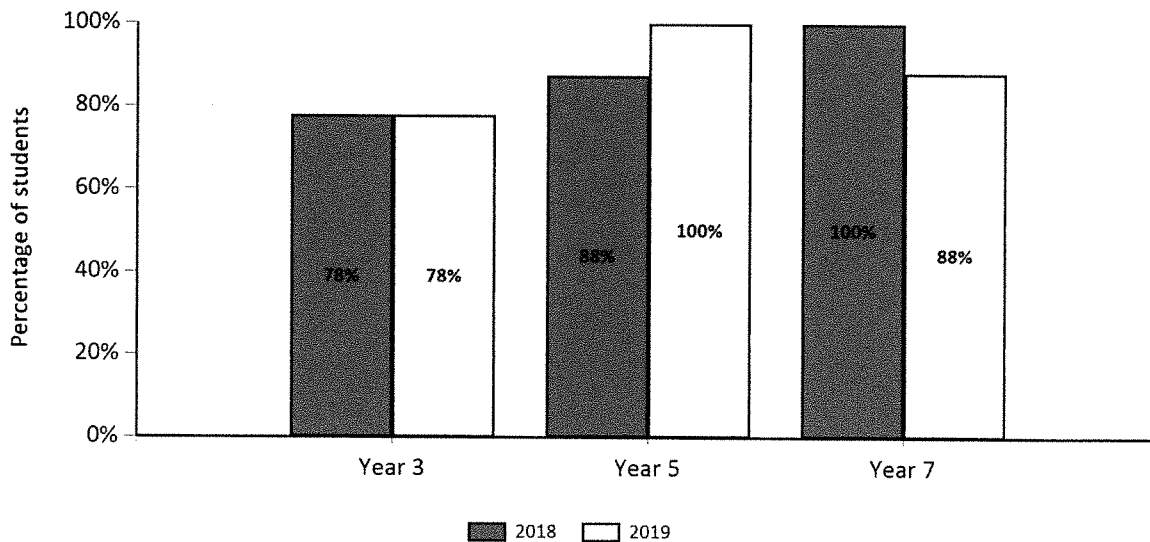
Despite the challenges and distractions of COVID-19 our staff stayed committed and consistent in our approach to site improvement. We look forward to collaborating together in the final year of this site improvement cycle and toward the end of 2021, developing our next phase of improvement planning.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

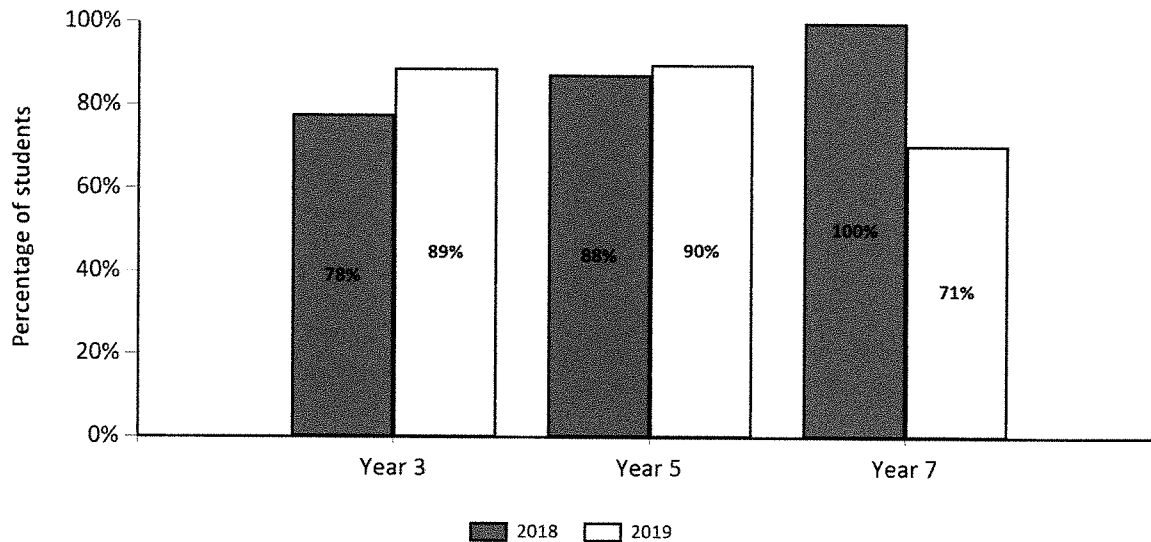


*NOTE: No NAPLAN testing was conducted in 2020.

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

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	78%	77%	50%
Lower progress group	*	*	25%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	78%	54%	50%
Lower progress group	*	*	25%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	9	9	5	3	56%	33%
Year 3 2017-2019 Average	12.0	12.0	5.7	3.3	47%	28%
Year 5 2019	10	10	1	0	10%	0%
Year 5 2017-2019 Average	12.0	12.0	4.7	2.7	39%	22%
Year 7 2019	17	17	3	4	18%	24%
Year 7 2017-2019 Average	10.0	10.0	2.0	3.3	20%	33%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

As a staff we have developed a Clarendon Primary School (CPS) Data Schedule which informs staff of data sources to be collected and ensures consistency and accountability across each class. Our staff collate this data and upload to a shared spreadsheet, so all staff can share the progress of our learners. The data stories, form part of the Professional Development conversations between teachers and the Principal.

Due to COVID-19 the key data source, NAPLAN, was cancelled, however staff collected and analysed a range of other system-wide and school-based data to gauge the impact of our improvement strategies.

In Term 3 our Year 3-7 students sat the on-line Progressive Achievement Testing (PAT) in Reading and Maths and achieved outstanding results. In Reading 94% of our students reached the Department for Education Standard of Education Achievement (SEA) which was an increase from 90% in 2019 and in Maths 98% of our students reached SEA, which was an increase from 82% in 2019.

Another system-wide data set collected and analysed was the Phonics Screening Check (PSC), completed by all Year 1s in September. For this test Year 1 students are tested on their ability to decode and encode words using the phonics they have learnt throughout the year. The Department for Education SEA for this test is 28 out of 40. Of our Year 1 students, 86% achieved SEA and our average score was 33.6 out of 40. This was another fantastic result and a credit to the successful synthetic phonics program run by Ms. Roach in the R/1 class.

Running records (Reading levels) data is collected at system-level with the Standard of Education levels set as follows: end of Reception 5 or above, end of Year 1 13 or above and end of Year 2 21 or above. At the end of 2020 CPS had 50% of Receptions, 61% of Year 1s and 50% of Year 2s reaching these targets. However, in recent years teaching reading in Junior Primary has shifted its focus to students establishing the phonemic and phonological awareness to decode words when reading, making the PSC results and ability to read decodable readers the first goal for our staff. Traditionally, Running Records have been more aimed at high frequency words and repetition of words, which does not allow the opportunity for students to decode words.

Attendance

Year level	2017	2018	2019	2020
Reception	90.8%	85.9%	93.3%	89.8%
Year 1	92.4%	91.4%	87.5%	91.0%
Year 2	93.5%	88.8%	86.8%	88.3%
Year 3	92.2%	92.9%	90.8%	90.2%
Year 4	91.8%	90.3%	93.6%	91.1%
Year 5	92.6%	88.2%	89.6%	93.8%
Year 6	95.0%	93.5%	90.6%	87.3%
Year 7	89.5%	88.1%	89.4%	90.5%
Total	92.3%	90.6%	90.1%	90.4%

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

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

Attendance comment

The 2020 attendance data is difficult to analyse as with the unique set of circumstance which COVID-19 presented. Minor illnesses and family concerns led to more students staying away from school. However, we ensured as a school we were in regular communication with all families throughout the year and to ensure absences were monitored and families supported. Our Governing Council updated the Attendance Policy to ensure consistency in understanding for all our community.

Behaviour support comment

A key focus for Behaviour Support in 2020 was our staff development in Restorative Practices. With training from Bill Hansberry, our staff learnt proactive strategies for supporting student behaviour but also the skill of listening to students and leading restorative conversations when issues arose between students. The focus of our team was to ensure positive support for students, as opposed to relying on negative consequences for low-level incidents. The Department for Education Behaviour Coach supported staff in 2020 with proactive strategies for students who found engaging in learning and with their peers challenging. Again, there were no suspensions given at Clarendon Primary School in 2020.

Client opinion summary

In 2020 Clarendon Primary School (CPS) had 35 respondents to the Client Opinion Survey which was sent to families by the Department for Education. The results were positive and affirming, but also provided useful feedback for areas of growth.

In terms of respectful relationships 100% of parents agreed or strongly agreed teachers and students treat each other respect. This is an area we pride ourselves on at CPS and was affirmation of the positive relationships at our school. Pleasingly, 97% of parents agreed or strongly agreed that CPS communicates effectively with families, with the same percentage experiencing useful conversations on their child's learning.

As a staff we will focus, and build on our practice, based on the feedback from parents in regard to 22% seeking more help in their child's learning and 28% after some useful tips at home.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	12.5%
Transfer to SA Govt School	21	87.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All staff and volunteers have relevant screening history checks.

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 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	5.5	0.0	3.5
Persons	0	6	0	5

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

Financial statement

Funding Source	Amount
Grants: State	\$1,091,382
Grants: Commonwealth	\$2,200
Parent Contributions	\$43,575
Fund Raising	\$1,810
Other	\$16,719

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

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Principal was released to support staff with classroom management, restorative conversations and meeting with families to support improved well-being of students.	Refer to behaviour report
	Improved outcomes for students with an additional language or dialect	n/a	n/a
	Inclusive Education Support Program	Funding enabled one-to-one support for identified students, as well as intervention programs including Mini-Lit, Multi-Lit and Too Smart for students requiring additional support.	Each student receiving support demonstrated growth in learning.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Funding supported the employment of SSOs to run intervention programs and support in class learning. Early years funding allowed for regular data collection of early phonics skills.	Outstanding result in Year 1 Phonics Screening check.
	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	Teachers released to work on Site Improvement Plan priorities in relation to curriculum and pedagogy.	Teachers collaborating on improvement priorities.
	Aboriginal languages programs Initiatives	n/a	n/a
Other discretionary funding	Better schools funding	Funding was used to purchase ICT hardware, licenses and programs to improve digital learning opportunities for students.	Integrated learning technologies into classroom learning.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a