



Clarendon Primary School

2021 annual report to the community

Clarendon Primary School Number: 0720

Partnership: Sea & Vines

Signature

School principal:

Mr David Hodges

Governing council chair:

Mrs Rebecca Fox

Date of endorsement:

25 February 2022



Government
of South Australia
Department for Education

Context and highlights

In 2021, Clarendon Primary School (CPS) was a Reception to Year 7 school for the final time, as all South Australian primary schools prepared for year 7s to move to high school in 2022. We had 105 enrolments, across four composite classes. Our student population comprised of approximately 12% school card holders, 4% Aboriginal students and 6% students with disability.

2021 was another exciting year for our school, with a whole school camp to Arbury Park in Term 1 a highlight! It is quite rare for a whole school to go on a camp together and this time together, early in the year, certainly helped create tight bonds and connections amongst our students and community which carried on throughout the year. Some of our 'happy campers' were in their first year of school and managed to sleep both nights away from home!

Student learning was again the key priority for our school improvement and we have been pleased to see growth in our whole school data, in particular in Maths and Writing. In recent years we have made significant emphasis on students developing skills to be engaged and active mathematicians and our whole-school approach to writing showed students developing writing goals and striving to improve.

As always, the curriculum was complimented with experiments and projects in STEAM, cooking and gardening in the Stephanie Alexander Kitchen Garden program, Indonesian with Bu Lyndal, Sports in Schools programs run each term, SAPSASA events for our Year 4-7s, ukulele and private guitar lessons with local Clarendon music tutor, Sully Heil, dance and performance with Julie-ann and the list goes on!

In Term 4 without doubt the highlights were concert night and the graduation ceremonies for our Year 6s and 7s. The concert dances and short films created by the 6/7s were sensational and enjoyed by all! Graduation was a lovely evening filled with memories and some tears!

This year we also learned our R/1 teacher, Mrs Furner will be heading to the Clarendon Preschool as Director and I announced I would be heading down the hill to be Principal of Unley Primary School. As our Governing Council chair said at concert, "with change comes opportunity!" And with this news we were very excited to announce former teacher Ms Regan Birrell will be returning to the school as Principal in 2022.

Governing council report

2021 was a successful and productive year for Clarendon Primary School governing council.

The grounds committee, headed by Nick Blight, conducted a thorough audit of all maintenance and improvements required for the school grounds so that these tasks could be budgeted and prioritized. A couple of successful working bees were held, with maintenance tasks including refilling the soft fill under the playground, refilling the sand pit, and painting the classroom doors and deck.

This year the governing council allocated significant funds towards the resurfacing of the school's basketball court which was in disrepair. This project is due to be completed by term 1 2022, with most works undertaken during school holidays to reduce disruption in the school yard.

Another highlight for the year was the incorporation of another trial of the on-site OSHC after school care service, facilitated by the Aberfoyle Campus schools OSHC. I am pleased to report that the trial was a success, with many school and Kindy students attending the service, up to 26 children on some days. This will result in the service continuing, with both before and after school care, from term 1 2022.

Other highlights for the year included:

- Jump Rope for Heart fundraiser (raising over \$2000 for heart research!)
- Sports Day
- Harmony and Elders Day
- Whole of school camp at Arbury Park
- Holding a toy and games stall at the Clarendon Kindy Spring Fair
- Several fun (and dirty!) Nature play days

The other significant governing council event for 2021 was involvement in the selection process for the new principal. As representative of the governing council on the recruitment panel, I can say that we are all extremely pleased with the chosen candidate, our very own 6/7 teacher Ms Birrell.

The governing council would like to thank the departing principal, Mr David Hodges, for his unwavering support and commitment over the past 3 years at Clarendon Primary School.

Quality improvement planning

The 3 year Site Improvement Plan cycle for Clarendon Primary School was completed in 2021. The focus of our school's improvement agenda being Numeracy, Reading and Writing. Each term staff meeting and professional learning time was dedicated to building teacher capacity in the areas of improvement.

A key focus of each area included the collection and analysis of learning data to inform our teaching and to measure the impact of improvement priorities. This culminated in a Student free day in term 4 focusing on our learning improvement. Each class used a consistent 'Data Schedule' to ensure student learning was consistently and regularly assessed, providing information for teachers, feedback for students and families on progress and goals for future learning.

The Brightpath writing tool again was the catalyst for writing improvement in classrooms. Teachers took regular writing samples from students, analysed, scored and moderated the writing and using the tool were able to provide students with effective feedback and goals for improvement. Our staff again collaborated with the staff from Kangarilla Primary School to support our development of assessing and moderating writing samples.

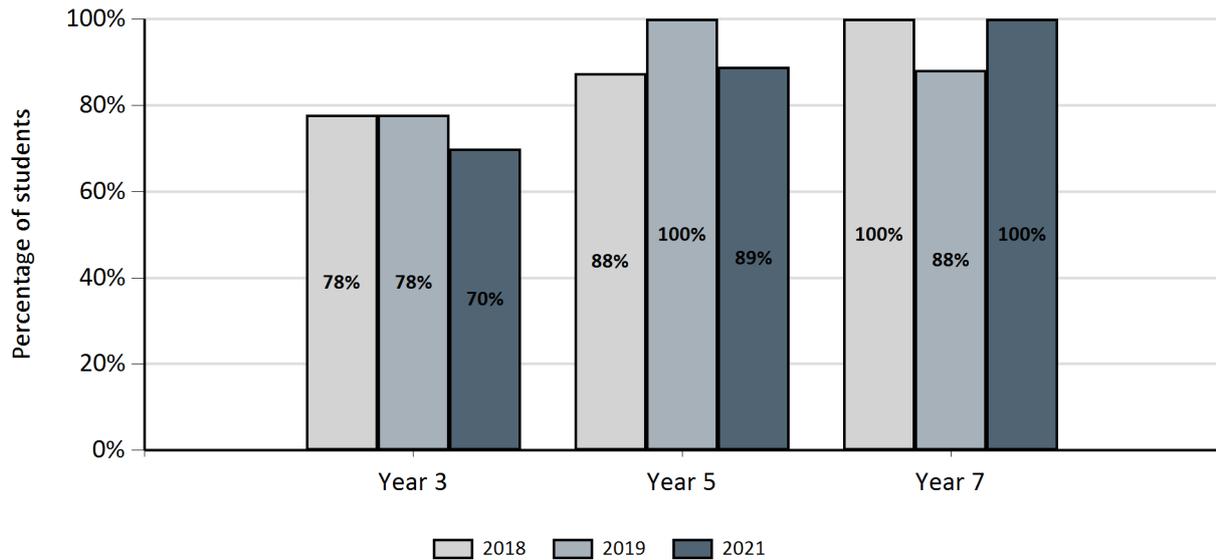
In Numeracy staff continued to embed the 'student-centred' approach to teaching Mathematics, building on our understanding of the van de Walle text recommended by the Department for Education Guidebooks for improvement. This year this included collaborating to implement a learning cycle and a focus on differentiating our teaching to meet the needs of our range of learners. This included planning lessons around meaningful content, recognising each student's readiness, interest and approach to learning and connecting content and learners by modifying the content, process, product and the learning environment as required. Our Upper Primary teams also began using the Department for Education curriculum resources, designed by teachers to provide 'best practice' units of learning for teachers to implement in the classroom. Our staff was supporting in this learning by the region's Curriculum Lead, Regan Birrell.

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

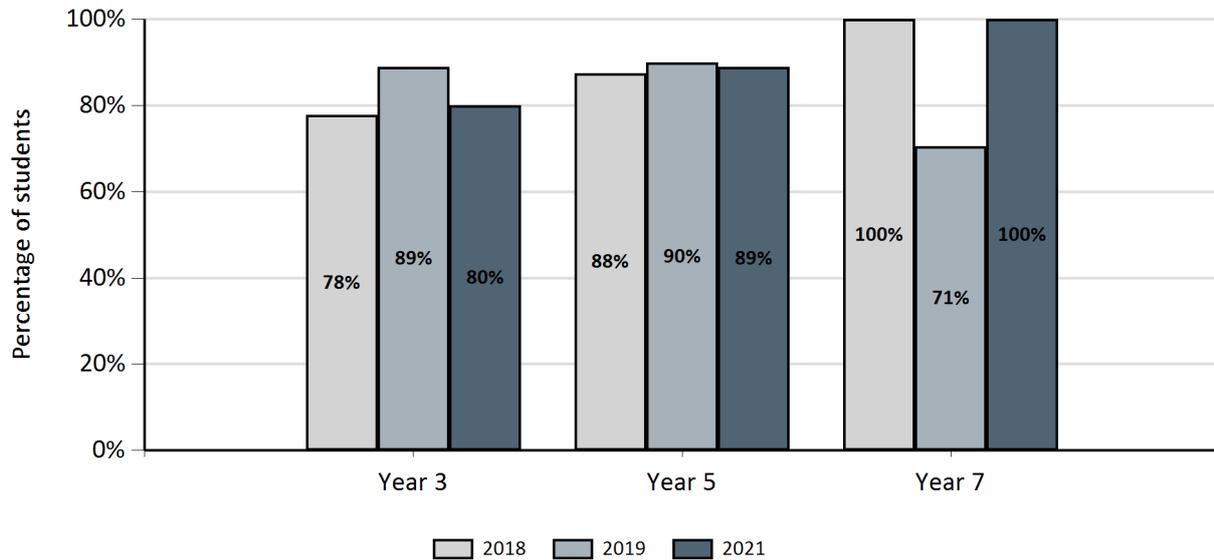


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	*	33%
Middle progress group	*	78%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	10	10	6	5	60%	50%
Year 3 2019-2021 Average	9.5	9.5	5.5	4.0	58%	42%
Year 5 2021	9	9	2	2	22%	22%
Year 5 2019-2021 Average	9.5	9.5	1.5	1.0	16%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Each of our Aboriginal learners had their learning data tracked and monitored using our internal spreadsheets and the information provided by the Achievement Profiles from the Department for Education. From this data, interventions and learning goals were established. Two of our Aboriginal learners engaged in Literacy intervention programs. One with one-to-one speech and language support based on individual goals and the other in Mini-Lit small group Literacy program.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The improvements of our Aboriginal Learners in 2021 was pleasing. Our Junior Primary student achieved the Department for Education benchmark for the standardised Phonics Screening Check. Our Middle and Upper Primary students achieved High Band results in NAPLAN and exceeded Standard Education Achievement Benchmarks in both PAT-Maths and PAT-Reading.

School performance comment

In 2021, 13 Year 1 students sat the state-wide Phonics Screening Check, a test administered one-on-one with a teacher to assess a student's ability to decode and encode sounds and words. Our results again were outstanding with 85% of students achieving the benchmark score, on par with 86% from 2020. This was an increase from just 45% in 2019.

In 2021, all Year 2-7 students sat the online Progressive Achievement Tests; PAT-Reading and PAT-Maths. This test is administered to all students in the state in Term 3 and provides information regarding learning achievement and progress of our students. Across all year levels, in PAT-Reading 92% of our students achieved the Standard of Education Achievement benchmark set by the Department for Education and in PAT-Maths 95% of our students achieved benchmark. These are outstanding results and consistent with the percentages of recent years.

In 2021, Clarendon Primary School had 29 students in Year 3, 5 and 7 sit the on-line NAPLAN tests. As a school that often has fewer than 10 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

However, as a site we were particularly pleased to see the improvements gained in both Reading and, in particular Numeracy. As a school our improvement planning and targets were aimed for student achieving high bands results. Whilst, working with small cohort numbers our percentage of students who achieved High Bands results increased for Year 3, 5 and 7 in Numeracy and in Year 3 and 5 in Reading, from the previous NAPLAN testing in 2019. Of particular note our Year 3 Reading result of 60% of student achieving High Band, was the highest percentage recorded by our school. Likewise with 50% of our Year 3 students achieving High Band results in Numeracy. Overall across the 3 year levels 29% of our students achieved High Band in Reading and 36% in Numeracy.

Attendance

Year level	2018	2019	2020	2021
Reception	85.9%	93.3%	89.8%	92.8%
Year 1	91.4%	87.5%	91.0%	92.4%
Year 2	88.8%	86.8%	88.3%	93.1%
Year 3	92.9%	90.8%	90.2%	88.3%
Year 4	90.3%	93.6%	91.1%	90.5%
Year 5	88.2%	89.6%	93.8%	87.9%
Year 6	93.5%	90.6%	87.3%	94.8%
Year 7	88.1%	89.4%	90.5%	88.8%
Total	90.6%	90.1%	90.4%	91.5%

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

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

Attendance comment

The overall attendance for 2021 was 91.5%. This was a slight increase from previous years. Our year 6 cohort had the highest attendance rate with 94.8% and our year 3 cohort had the lowest attendance with 88.3%. At Clarendon Primary School parents contact the front office by a phone call or text to inform the school of absence. Unexplained absence is followed up by the administrative team. Parents are asked to inform the school for any planned absences and are required to fill in an exemption form for more than 2 days absence. Regular non-attenders are followed up by the Administration/Principal to help understand and support families with their individual situations.

Behaviour support comment

A key focus again at our school was on restorative practices to support positive behaviour. We acknowledge children will make mistakes and as a staff focus on listening and respecting student voice and providing opportunities for relationships to be restored through this practice.

On occasions student behaviour choices have required further intervention and support from the Department for Education and our Behaviour Coach was engaged to develop behaviour plans and engage staff in professional learning. This year there were 3 suspensions for instances of inappropriate behaviours, up from 0 in previous years. Our school has worked proactively with the students and families involved to support improved conditions for positive behaviour.

There were a few instances of bullying and violence reported to school leadership. In these instances, we adopt a 'team' approach with the Principal, classroom teacher and Pastoral Care Worker, all available to meet

Parent opinion survey summary

In 2021, Clarendon Primary School had 36 responses to the Parent Opinion Survey sent to families by the Department for Education. The results were positive but also provided some useful information for reflection and improvement.

The school climate and communication channels were again considered significant strengths of our school. 100% of respondents agreed or strongly agreed that respectful relationships exist between students and staff. 97% of respondents agreed or strongly agreed our school effectively communicates with families, however a few comments suggested consolidating the different apps and methods used by the school. Areas to consider as improvement included providing families with ideas and support for learning at home and receiving regular feedback on student learning.

Intended destination

Leave Reason	Number	%
U - UNKNOWN	14	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff and volunteers have relevant screening checks. This information is collected and documented, records are maintained by our administrative team.

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	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	5.4	0.0	3.4
Persons	0	6	0	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$1,283,221
Grants: Commonwealth	\$1,700
Parent Contributions	\$56,358
Fund Raising	\$7,443
Other	\$0

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

2021 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 2021 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. Our Pastoral Care Worker was funded by the school to work	Proactive behavior support was provided to classrooms and proactive Well-being p
	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, Reading Doctor and Too Smart for small groups of students.	Each student receiving support demonstrated growth in learning outcomes.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	Funding supported the employment of SSOs to run intervention programs and support in classroom learning. Early years funding allowed for regular data collection of early phonics skills.	85% of year 1 students achieved benchmark in Phonics Screening Check.
Program funding for all students	Australian Curriculum	Teachers released to work on Site Improvement priorities in relation to improving curriculum implementation and pedagogical practice.	Teacher's collaborating to improve practice and build capacity.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	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

