



Old Noarlunga Primary School

2020 annual report to the community

Old Noarlunga Primary School Number: 313

Partnership: River Hub

Signature

School principal:

Ms Melanie Jones

Governing council chair:

Mrs Tammi Lancaster

Date of endorsement:

12 February 2021



Government
of South Australia
Department for Education

Context and highlights

The 2020 school year proved to be a year like no other, but our school continued to flourish. Our staff and students, with the support of our families, was able to continue to provide a rigorous face to face teaching and learning program for the duration of the school year. We also offered home learning options for a number of families at the end of term 1, at the height of the pandemic.

We were able to modify many much-loved school events so they could continue in some capacity, including the end of year concert, Graduation, Splash Day, Interviews, the Book Fair, Book Week parade, and our much loved Sports Day. The Colour Run proved to be a great way to end the school year and was also an excellent fundraiser for our site.

Our student enrolment was 153 students in 6 classes from Reception to Year 7. With our school identified as one of the fastest-growing in the state, a dual classroom was relocated to our school in April 2020. This was refurbished across the year and will provide us with two new classroom spaces that will house our senior students from the commencement of the 2021 school year. A number of other building works were completed including the construction of a designated staff toilet, recarpeting of all spaces, paving upgrades, refurbishing of the garden area, and an upgrade to the mural to be more reflective of the historic community.

Our new Assistant Principal, Joel Catchlove, was appointed to the school, initially for one year and then for a further three years from 2021. Joel brought a wealth of knowledge and experience to our school in high-impact teaching strategies, high band achievement, rigorous data collection and analysis, and an interest in technologies.

We welcomed Tara Warden in our year 2/3 class, Rebecca Price as our Japanese Teacher and AET and Tom Helps 0.4 to our music program for the year, and we added to our SSO team to support students with complex needs.

In September, we had a very successful External School Review. Our clear and deliberate improvement plans and goals particularly impressed the review team. They stated that we have a thorough approach to building teachers' capacity to implement the expected practice. They noted that class observations align fully with challenges of practice, and comprehensive feedback is provided, alongside a continuum of effective teaching practice. They were impressed by our highly sophisticated approach to formative feedback that sees students provide leaders with input regarding teachers' implementation of practice and its impact on their learning.

The site managed OSHC continued to go from strength to strength with up to 23 permanent bookings on several nights per week.

Governing council report

2020 has been another fantastic year at Old Noarlunga Primary School, despite the many challenges faced by our community as a whole.

Our 'small school with a big heart' grew some more with staff and students. We welcomed Joel Catchlove as a classroom teacher and Deputy Principal, who has provided leadership support for our Principal Melanie Jones, and together they continued to lead our school with a clear direction, purpose and heart.

Term one faced more challenges than any other due to the Australia-wide lockdown brought on by a global pandemic. No one could have predicted such change, which was handled with courage and tenacity by our students, their families and the teaching staff. Swift changes meant our children and families were supported with home learning, whilst opportunities to continue coming to school were supported by staff facing the same concerns as the greater community. The Governing Council members grew this year with welcome new members bringing a breath of fresh air, new ideas and enthusiasm. Other than one cancelled meeting in term one, we were fortunate to continue face to face meetings for the remainder of the year.

Upgrades to classrooms with new carpets and furniture, the addition of a staff toilet block adjacent the library, new hand dryers in the student toilets, upgraded garden area for Chris Oxenham and discussions for development of the land adjacent the staff carpark were part of Governing Council discussions throughout the year.

The addition of new classrooms was met with mixed emotions from the school community. After settling in to the surroundings, these have proven to not only fit well with the school setting, but a welcome addition to providing space for the specialist and support programs for our children.

OSHC continues to grow and provide much needed care for our children and support for families.

While many activities were cancelled, there were still many that continued such as school swimming, aquatics, SAPSASA sporting events, JP family fun night, book fair, book week, sports day, Father's day stall, community walks, school disco, splash day, JP visit to Monarto Zoo and subway lunch days. Festival choir adapted to a film presentation so the students involved had a trip to the movies.

Finally the end of year Colour Run which was the fundraising event of the year, not only provided an energetic explosion of fun and colour, it also managed to raise a great deal of money for the school to go towards projects that will make a difference.

We celebrated our outgoing students at a graduation ceremony in December. We wish each of them much success and happiness as they embark on their high school years, and beyond.

Quality improvement planning

Site Improvement Plan

Staff were involved in setting the goals, targets and actions during the establishment of the Site Improvement Plan late in 2019 and early 2020 with priorities in line with 2019.

Goal 1

Increase student achievement in Reading.

Challenge of Practice

If we improve our explicit teaching of phonics, fluency and comprehension, then we will increase student achievement in Reading.

Target

To increase the number of students achieving the SEA and to increase the number of students achieving above the 80th percentile in PAT Reading.

Achievement

In the 2020 PAT Reading results, the following percentages of students achieved the SEA

Year 3 - 25%

Year 4 - 75%

Year 5 - 69%

Year 6 - 84%

High Band Achievement was:

Year 3 - 0%

Year 4 - 15%

Year 5 - 4%

Year 6 - 10%

Goal 2

Increase student achievement in Writing.

Challenge of Practice

If we improve our explicit teaching of vocabulary, sentence structure and punctuation in daily opportunities for Writing, then we will increase student achievement in Writing.

Target

To increase the number of students achieving in Higher Bands in Writing at year 5 (From 16% of year 3 in 2018 to 30% in year 5 2020 - 8 students).

30% of year 3 HB

0% of year 5 HB

Goal 3

Increase the number of students achieving in the Higher Bands in Mathematics.

Challenge of Practice

If teachers provide targeted developmentally appropriate learning in Number, then we will increase student achievement in the upper bands of Mathematics.

Target

For students to retain their Higher Band status.

Our Year 1 Phonics data was again outstanding with 87% of year 1 students achieving the Benchmark. This is an 11% increase on 2019 and an 87% increase from 2018. The Early years team have continued to implement a rigorous and evidence based program for the explicit teaching of phonics R-3 as well as continuing to implement daily phonemic awareness programs.

Achievement

In PAT Mathematics results the following percentages of students achieved the SEA

Year 3 - 66%

Year 4 - 76%

Year 5 - 80%

Year 6 - 72%

High Band Achievement was:

Year 3 - 0%

Year 4 - 4%

Year 5 - 8%

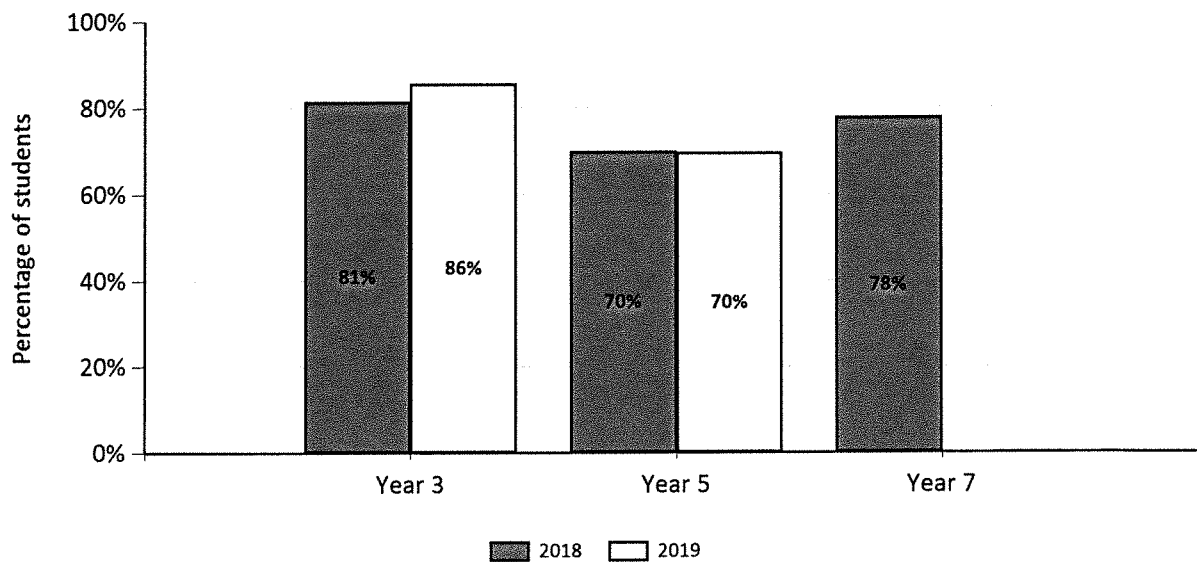
Year 6 - 0%

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

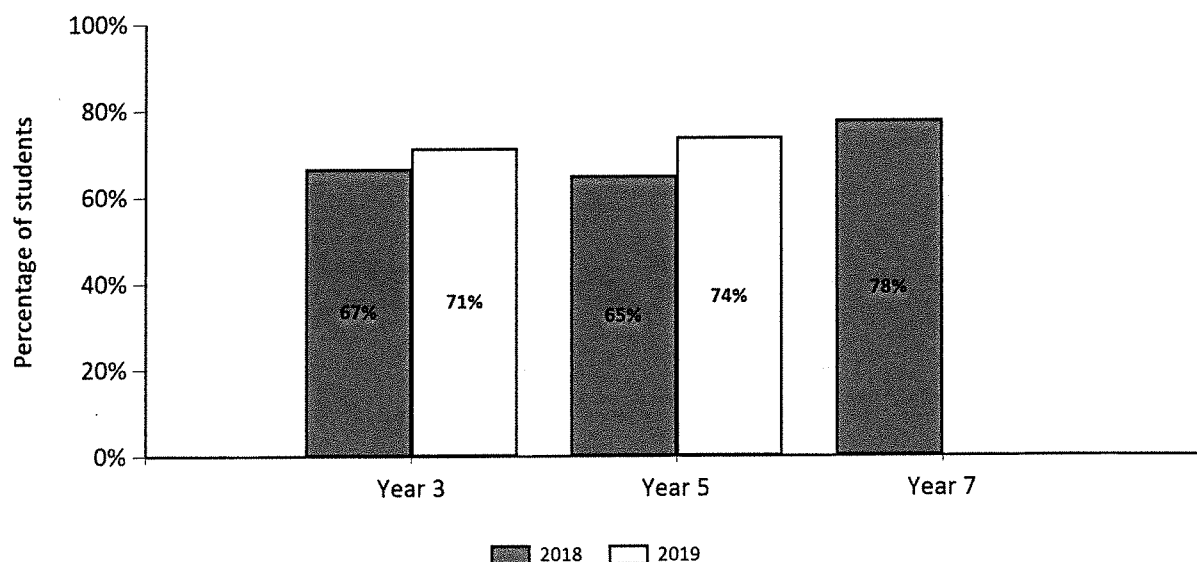


*NOTE: No NAPLAN testing was conducted in 2020.

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	47%	*	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	58%	*	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	21	21	6	3	29%	14%
Year 3 2017-2019 Average	23.3	23.3	7.0	3.0	30%	13%
Year 5 2019	23	23	3	1	13%	4%
Year 5 2017-2019 Average	19.3	19.3	4.3	2.0	22%	10%
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	7.0	7.0	1.3	0.7	19%	10%

*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

The school results in the Year 1 Phonics Check were excellent. 87% of students achieved the Benchmark which was up from 75% in 2019.

In the Running Records results 87.5% of students achieved the SEA in Year 1 and 81% achieved the SEA in Year 2.

In the 2020 PAT Reading results, the following percentages of students achieved the SEA

Year 3 - 18%

Year 4 - 75%

Year 5 - 69%

Year 6 - 84%

High Band Achievement was:

Year 3 - 0%

Year 4 - 15%

Year 5 - 4%

Year 6 - 10%

In PAT Mathematics results the following percentages of students achieved the SEA

Year 3 - 66%

Year 4 - 76%

Year 5 - 80%

Year 6 - 72%

High Band Achievement was:

Year 3 - 0%

Year 4 - 4%

Year 5 - 8%

Year 6 - 0%

Attendance

Year level	2017	2018	2019	2020
Reception	89.9%	91.3%	95.1%	88.9%
Year 1	96.6%	90.7%	94.8%	90.4%
Year 2	93.8%	94.0%	93.1%	88.9%
Year 3	94.9%	92.5%	95.8%	88.1%
Year 4	91.1%	92.6%	91.2%	89.9%
Year 5	92.9%	90.8%	95.5%	87.5%
Year 6	87.8%	91.6%	92.9%	86.6%
Year 7	88.4%	89.7%	93.5%	91.6%
Total	92.7%	91.9%	94.0%	88.7%

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

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

Attendance comment

The attendance rate this year was 90% which was a reduction on previous years. This can be attributed to the COVID pandemic. There has been an increase in students and parents experiencing separation anxiety due to extended periods at home.

Behaviour support comment

The school reviewed the Student Behaviour Management Policy in 2020.

There are clear and transparent structures to support our students in relation to their choices and conduct.

We have a number of strategies to positively support and engage our students with a focus also on restorative practices.

Client opinion summary

There were 45 respondents in the Client Opinion survey.

The following responses were strongly agree or agree to the following statements:

- 78% of respondents felt that people respect each other at this school
- 76% of respondents feel like their child is important to the school
- 78% of respondents feel they receive enough communication from the school
- 79% of respondents know what standard of work the school expects of my child
- 79% of respondents feel that teachers at this school provide their child with useful feedback about their schoolwork
- 69% of respondents feel they have useful discussions with the school about their child's learning
- 52% of respondents feel the school provides an opportunity for the school to have input about their child's learning
- 61% feel the school provides me with useful tips on how to help students learn 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	9	39.1%
Transfer to SA Govt School	14	60.9%
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

The site ensures that all adults on site have the appropriate screening as per the Department's processes.

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	11
Post Graduate Qualifications	5

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	8.3	0.0	4.8
Persons	0	10	0	7

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

Financial statement

Funding Source	Amount
Grants: State	\$1,782,730
Grants: Commonwealth	\$5,700
Parent Contributions	\$47,678
Fund Raising	\$12,185
Other	\$74,710

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	Students who received this funding were supported through an Interception space and program each morning, 1-1 support, SSO classroom support, and small group programs.	There was a decrease in students who required support for behavior incidences as indicated by tracking tools.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Read Write Inc was implemented R-3 by class teachers and SSO's. Fresh Start was implemented in Years 4-7. Quicksmart Numeracy intervention was implemented in year 4-7.	Growth for all students in assessed programs.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Learning Difficulties funding was used to support Read Write Inc, Fresh Start, Quicksmart and classroom based numeracy intervention programs including Too Smart. Aboriginal students were supported with and AET and ACEO in small groups on SMARTAR goals.	Phonics Data, Running Records and PAT data for some students show improvement from access to these programs.
	Australian Curriculum	Primary Learning improvement funds released teachers to undertake Brightpath moderation, undertake running records and Booker Maths assessments and Big Ideas in number assessments.	Student progress in Running Records, Brightpath and Numeracy.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Implementation of Numeracy intervention programs and Phonics programs	Growth in student achievement in programs implemented.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	Nominated students participated in weekly enrichment opportunities in mathematics.	Increase in student engagement and confidence.