



# Frances Primary School

## 2021 annual report to the community

Frances Primary School Number: 0138

Partnership: Wratttonbully

School principal:

Ms Joyce Dinan

Signature

Governing council chair:

Mr Louis Koch

Date of endorsement:

18 March 2022



Government  
of South Australia

Department for Education

## Context and highlights

While Covid-19 disruptions were again unsettling for this border community, families drew on their resilience and maintained their flexibility with rapidly changing requirements, particularly in relation to stringent testing. Despite challenges, the External School Review was extremely affirming as staff maintained their focus on ongoing improvement. While the double cohort of students headed off to high school at Christmas, reducing enrolments for the following twelve months, strong numbers in Playcentre speak volumes about community confidence in the school.

**LEARNING:** Learning and teaching were navigated through the intensity of being a cross border community with the associated and ongoing heightened anxiety that this brings. Educators again offered learning remotely and students were guided through new ways to engage in learning experiences through Covid-19 lock downs. QuickSmart Maths, provided intervention, supporting students to build automaticity of number facts. Teachers completed professional learning in Seven Steps to Writing Success and implemented the program. Spanish, whole school ukulele ensemble and Philosophy provided further academic rigour.

**WELLBEING:** Five staff have completed the Berry Street Education Model training, deepening their understanding of trauma informed practices which have been introduced at school contributing to a calm and productive learning environment for all students. Pastoral Care Worker, Kara Heinrich supported Julie Patterson in the delivery of the Circle of Security parenting program, building a strong and supportive network amongst Playcentre families.

**EXTRA-CURRICULA:** After postponing Canberra Camp last year, students were able to spend a week in the capital at the beginning of Term 2, expanding their horizons as they explored places of national significance. The Victor Harbor camp was again cancelled however Junior Class students enjoyed a big day out at Beachport followed by a sleepover at school. The Border Cup Swimming Carnival was proudly won by Frances moments before the border closed. There was again a high representation of Frances students at Sapsasa events. All students performed on ukulele at Harmony Day in Naracoorte and at the official opening of the Town Square which they had been involved in the design of. The stunning mosaic community project was completed with the mural mounted prominently in the school.

## Governing council report

2021 was another challenging year and despite the covid restrictions and border issues, school managed to keep functioning and a highlight was when students attended the Canberra camp. Fundraising was limited due to covid restrictions however in 2022 we are looking forward to things getting back to normal and greater involvement of families in the school.

Thank you to Kara Heinrich and Jenni Altus for covering Playcentre while Keryn Smith was on long service leave. In 2022 we welcome Keryn back. It is good to see so many children enrolled in Playcentre.

Thank you to Linda Currie for working with students and the community to complete the mural mosaic. It looks fantastic.

At the end of the year the double cohort of students went onto Naracoorte High School. They are fortunate to have two of their Frances Primary School teachers now working at the high school to support this transition.

Thank you again to all staff for their hard work and to volunteers for helping out around the school.

# Quality improvement planning

The External School Review was conducted in May 2021. The report affirmed the school's significant strengths in implementing processes that enable regular monitoring of the Site Improvement Plan actions and their impact. Documented evidence was described as extensive and thorough with staff described as engaged and committed to improvement. External School Review recommendations (2021) to be actioned by 2024 are:

1. Continue to strengthen and embed site improvement planning processes that will ensure consistency of practice across the site and focus on improving high-band student achievement.
2. Strengthen and build staff capacity to develop a language of learning that will enable stretch and challenge in learning for all students.

From the second semester, the improvement focus shifted from reading to writing. In direct response to these new recommendations, staff at Frances PS wound up the year by developing the 2022-2024 Site Improvement Plan identifying the need to implement learning that will stretch and challenge students. Based on ESR directions, the school's new Site Improvement Plan goals are to increase the number of students achieving B or higher in English and achieving in the higher bands in writing. The teaching challenge of practice being addressed is: "When we deepen strategies in formative assessment, by providing models of various stages of success in writing and developing fluency in personal goal setting, then we will create stretch and challenge for all students, including Aboriginal learners, and increase the number of students achieving in the higher bands."

Hosting a Uni SA pre-service teacher combined with engagement in the Department's Learning Design Assessment Moderation strategy, increased staff understanding of planning. Utilising learning intentions, success criteria and explicit feedback for growth has led to more targeted and individualised learning, improving learning outcomes. Access to the Department's School Improvement Guidebooks has underpinned improvement as familiarity with the recommended strategies and reading materials continues to inform practices. The language of Growth Mindset permeates the school. Individual Learning Plans are embedded practice with the One Child One Plan documents generated for targeted students. Staff Performance Development Plans have been aligned to SIP priorities and reviewed throughout the year. Classroom observations combined with the analysis of student learning samples, and assessment data provided evidence of growth. Professional Learning Communities provide a forum for staff growth.

In line with Partnership priorities, the Breakspear Agile Leadership strategies of utilising learning sprints each term, to ensure ongoing incremental improvement in teacher practice, provides a key vehicle for identifying, implementing, analysing and reviewing improvement.

A 50% teacher turnover (1 of 2) each year has meant that teachers need to be inducted into this improvement cycle and previous actions in order to ensure a cohesive approach to improvement across all teaching staff. One key improvement focus over the last three years has been the implementation of Guided Reading for every student, every week. This is aligned to evidence based current best practice.

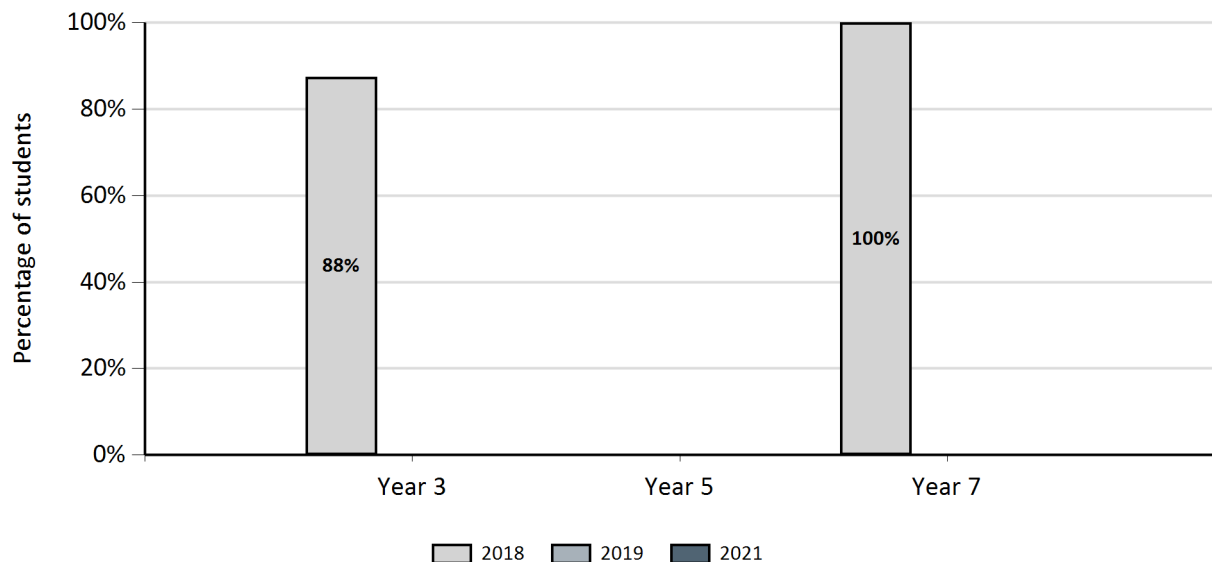
The improvement in the conditions for learning at the school, and increased levels of performance and accountability, have established a culture where ongoing improvement is central.

# 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

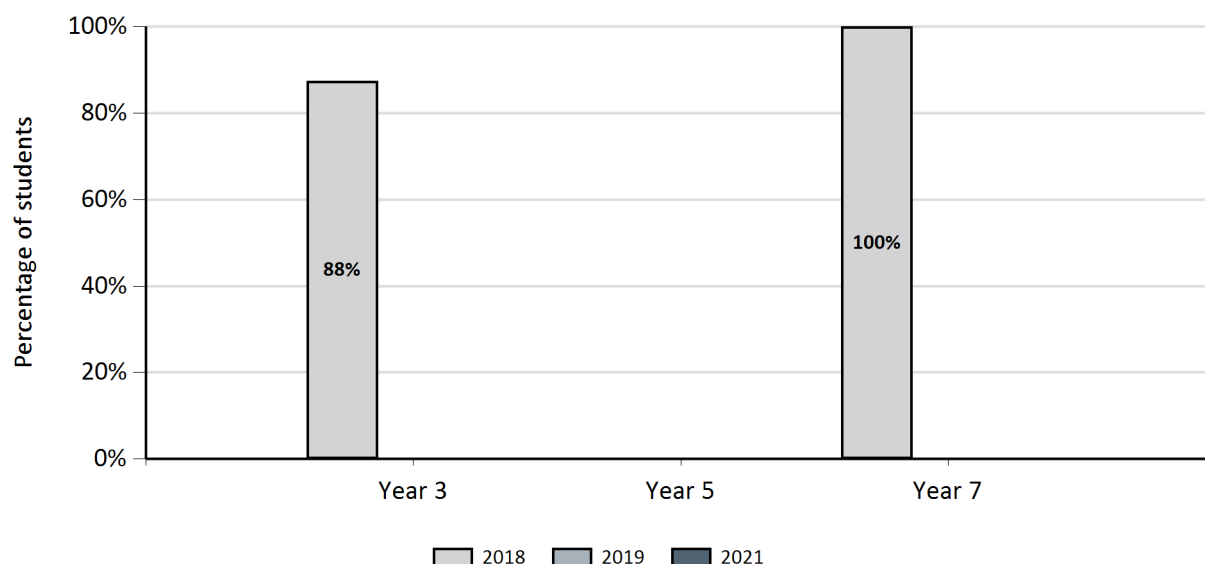


\*NOTE: No NAPLAN testing was conducted in 2020.

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 5-7	State (average)
Upper progress group	*	33%
Middle progress group	*	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 5-7	State (average)
Upper progress group	*	34%
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 <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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>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:

The Words their Way spelling program was introduced for all students, inclusive of Aboriginal learners, to enable the identification of next steps and the implementation of associated learning experiences based on the etymology, phonology, orthography and morphology of words.

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

There were no Aboriginal students enrolled at Frances Primary School in 2021.

# School performance comment

The overall improvement score at Frances Primary increased from 0.32 to 0.36 in 2021.

The implementation of a structured, sequential phonics program has led to significant improvement in student achievement in the Year 1 Phonics Screening Test.

2019 - 0% students in Year 1 met benchmarks

2020 - 40% students in Year 1 met benchmarks

2021 - 100% students in Year 1 met benchmarks

Running Records:

For the first time since 2011, 100% of students in Year 1 demonstrated expected achievement in reading as measured by running records.

In Year 2, 33% of students demonstrated expected achievement with significant growth evident towards the end of the year.

NAPLAN:

100% of students in Years 3 and 7 participated in NAPLAN in 2021. There were no Year 5 students enrolled at the school.

In both 2019 and 2021, 100% of Year 3 students achieved the Standard of Educational Achievement (SEA) in Naplan Reading and Numeracy and are currently working towards achievement in the higher bands. There was an increase of 25% in the percentage of students achieving the SEA from when they were in Year 5 in 2019 to Year 7 in 2021 in both Numeracy and Reading, a total growth overall of 50%. 75% of Year 7 students maintained their progress from Year 5 NAPLAN and 25% increased their rate of progress, further reflecting the school's growth trajectory. No data is available to demonstrate growth from Year 3 to Year 5 as there were no Year 5 students in 2022. The school is now focused on lifting students to achievement levels in the higher bands.

PAT:

PAT-Maths data indicates 100% of students in Year 3 achieved above the SEA in 2021. There was growth from 50% of Year 3 students in 2020 achieving SEA to 67% of those same students achieving the SEA by Year 4. 100% of students who sat the Year 6 PAT achieved above the SEA. 100% of Year 7 students achieved the SEA, maintaining their achievement since 2020.

\*There was an increase of 50% in the number of Year 3 students achieving the SEA from 2020 to 2021.

\*There was an improvement of 67% in the number of Year 4 students achieving the SEA from 2020 to 2021.

\*There were no Year 5 students in 2021.

\*The number of Year 6 students achieving the SEA on the Year 6 test, remained at 100% in both 2020 and 2021.

\*There was an improvement from 67% to 100% of Year 7 students achieving the SEA from 2020 to 2021.

PAT-Reading data indicates 100% of Year 3 students achieved the SEA, an increase from 50% in Year 3 in 2020.

Year 4 students achieved growth from 50% achieving SEA in Year 3 to 67% in Year 4.

There was improvement from 0% of Year 4 students achieving SEA in 2020 to 67% in 2021. There were no Year 5 students in 2021.

Year 6 students who achieved the SEA on the Year 6 test remained the same from 2020 to 2021 at 100%. The rate of growth for the same students remained the same from Year 5 in 2020 to Year 6 in 2021.

Year 7 students decreased their achievement from 100% in 2020 to 50% in 2021 achieving the SEA.

We aspire to students achieving in the higher bands and achieving B and above in English in 2022.

# Attendance

Year level	2018	2019	2020	2021
Reception	96.0%	91.2%	96.1%	92.7%
Year 1	91.9%	92.3%	94.5%	92.9%
Year 2	100.0%	87.4%	95.4%	95.1%
Year 3	94.6%	95.1%	91.5%	94.9%
Year 4	96.5%	93.3%	88.1%	90.1%
Year 5	90.7%	94.6%	87.6%	N/A
Year 6	96.7%	89.4%	95.4%	88.2%
Year 7	97.4%	89.7%	89.9%	95.4%
Total	95.0%	91.6%	91.9%	92.5%

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

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

## Attendance comment

School attendance decreased from 91.9% in 2020 to 91% in 2021, still below the Department for Education's requirement of 95%.

A consistent focus on contacting parents via phone, email, Skoolbag, dojo, SMS, letter and face to face meetings to identify reasons for absenteeism, including attendance details published on the front page of the fortnightly newsletter, and maintaining accurate records have combined to raise awareness of the value of daily attendance. An Attendance Policy and associated procedures were developed in 2019, defining practices at the school. The remote location of the school requiring full day absenteeism for student and sibling appointments combined with covid complexities, accounts for the decrease in 2021.

## Behaviour support comment

Staff completed Berry Street Education Model training and have implemented a range of recommended strategies to support all students and particularly the increasing number of students enrolled at the school presenting with complex social/emotional behaviours.

A whole school focus on the school values of Respectful, Responsible, Kind defined the school culture. Whole school breakfast meetings on Monday mornings provided a forum to gauge the well-being climate of the school and for students to become ready for learning prior to entering class. Indoor and outdoor options were offered to students seeking alternative spaces to self-regulate. The invaluable presence of a Pastoral Care Worker enhanced the well-being of staff, students and the broader community.

## Parent opinion survey summary

10 parents responded to the Parent Survey in 2021. All aspects of school culture surveyed were rated by all parents as strongly agree or agree. There was one single disagree response in the entire survey and it was that one respondent felt their child did not have a good home learning routine.

School climate was rated highly with 100% of respondents agreeing or strongly agreeing that people respect each other, teachers and students respect each other, respondents felt that their child was important to the school, and communication was effective and enough. Respondents rated receiving enough communication from the school highly and identified the newsletter and phone calls as the most effective forms of communication closely followed by text messages and parent teacher interviews.

Learning at school was also rated highly with just one respondent neither agreeing or disagreeing that they know what standard of work the school expects of their child, that teachers at the school provide their child with useful feedback and that they have useful discussions with the school about their child's learning.

Compared to 2020 results, there was a consistent increase in the number of agree and strongly agree responses to the survey. The biggest increases were respondents rating highly that their child is encouraged to learn, that they receive learning tips and that people are respectful.

Staff assessed the climate at Frances Primary School in the Perspective Survey conducted in 2021, to be at the 98% mark, with all aspects surveyed scoring well above Department for Education averages.

We are very proud of our school culture and community relationships and value feedback from parents about their levels of satisfaction.

## Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	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 have current, relevant history screening as part of their conditions of employment.

The broader Frances community surrounds students at Frances PS with volunteers strongly supporting learning programs, sporting events, fundraising initiatives and working bees. All volunteers on site have current Working With Children Checks. Expiry dates are monitored by the Frances PS nominated WHS representative and records are kept in the front office.

In line with legislative requirements for Playcentre, 100% of Playcentre parents currently have compliant mandated screening and WWCC clearances.

# 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 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	2.9	0.0	2.8
Persons	0	5	0	7

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

## Financial statement

Funding Source	Amount
Grants: State	\$691,422
Grants: Commonwealth	\$6,537
Parent Contributions	\$17,145.72
Fund Raising	\$8,865
Other	\$4,934

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	Berry Street Education Model staff training and implementation of recommendations. Student voice/leadership empowered through Student Governing Council. School values developed: respectful, responsible, kind.	Conditions for learning optimised.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Individualised instruction and support. Additional transition visits were enabled. SSO in class supported full participation in learning, including speech pathology. Teacher release to write OCOPs.	Successful transition to Senior Class. Engagement and achievement increased.
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	Bus travel and excursion costs including Canberra Camp. SSO delivery of individual, explicit phonics instruction. Purchase of decodable readers. Seven Steps to writing Success PD completed, resources purchased, program implemented. SSO hours enabled 1:1 support.	Consistent literacy practices embedded. Phonics screen 100% at SEA. Students progressing to Senior Class have foundational skills. IESP student now at level.
Program funding for all students	Australian Curriculum	Teacher curriculum documents PD, participation in LDAM Implementation of QuickSmart intervention numeracy program.	Students developed automaticity of number facts with gains in Naplan Maths.
Other discretionary funding	Aboriginal languages programs Initiatives	No specific funding received.	N/A
	Better schools funding	Additional SSO hours to support explicit teaching in multi-year level classes.	Increased engagement in learning evident in data. Higher achievement in A-E.
	Specialist school reporting (as required)	No specific funding received.	N/A

	Improved outcomes for gifted students	No specific funding received.	Introduction of Philosophy and instrumental music (ukulele) provided stretch.
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