

Frances Primary School 2017 Annual Report to the School Community



Frances Primary School Number: 138

Partnership: Tatiara - Wratttonbully

Name of School Principal:

Natalie Gherardin

Name of Governing Council Chair:

Kylie Ryan

Date of Endorsement:

School Context and Highlights

Our school is based in a rural setting, with most students travelling by school bus to reach our site. We are located in a diverse agricultural region half way between Bordertown and Naracoorte and positioned alongside the Victorian border. Our school hosts a Play Centre twice a week.

Our school caters for children from birth to five years in the Play Centre before they start transition to school in Reception (Foundation) through to Year 7. The school had an enrolment of 37 students in 2017 and a Playcentre enrolment of 12.

We continued this year to develop our focus on a shared image of children as competent, powerful and rich learners with a focus on sharing children's progress and incorporating more student choice into their learning. As part of this, Learning Expo's, where students shared their learning in an 'expo' style to their parents, family and members of the community. These were a great success

Our Junior Class and Playcentre continued the Playful Pedagogy project fostered by the partnership Early Years team, participating in professional development delivered by Lisa Burman, and implementing pedagogical changes focussing on loose parts play, small world play, book making and creating child friendly environments. Teachers were involved in professional learning with others from the partnership on Learning dispositions, student voice and reading, all implementing changes to their teaching as a result.

This year we continued to focus on wellbeing with the aim to equip our children with the skills and dispositions needed to live a full and happy life and to assist them to deal with life's setbacks. Initiatives started as part of this program last year continued such as Breakfast Club once a week and Community Hour, where members of our school and wider community came into the school to provide workshops and projects for children. The wellbeing role extended to include families, and many parents used this service with satisfaction.

We upgraded the netball/basketball court during the year to include a new surface and new reversible goal posts, which has proven to be a huge success with the court being used daily.

Governing Council Report

This year has been quite a fulfilling year for the School it has made a lot of achievements.

I am very proud to be apart of our school. Our children are amazingly caring, talented, and educated. To see them step up in any situation is remarkable.

I would like to thank all of the staff and all volunteers that help our school grow.

Thanks to Kristy for her work on the grounds. They look amazing!

This year saw the school involved in a lot of activities ranging from singing at the opening of the KNTFL grand final. Winning the combined sports day 3years running.

Many of the students took part in SAPSASA events which included swimming, Athletes, Football, and Softball. Some were lucky enough to be chosen to represent there state.

Sam Pridham went to Hobart to run in the National Country Championships.

Jack Ryan represented SA in softball at the Pacific School Games in Adelaide which sees international as well as State teams.

This year the school continued the community hourr which involves the children giving back to the community, from cooking for families, picking up rubbish to doing gardening.

To top our year off our Fundraising committee has done a remarkable job.

A huge thank you to Sam Frost and her committee for all the work they have done over the year.

Kylie Ryan
Governing Council Chairperson

Improvement Planning and Outcomes

Our site improvement plan for 2017 was determined based on analysis of the 2016 site improvement plan, site review information and partnership and state priorities. The strategic key directions set from this analysis were:

Literacy and Numeracy:

* To individualise literacy and numeracy learning with the aim to progress students learning further along their individual learning path, based on their strengths

Outcomes achieved against this key direction were:

- SSP literacy program integrated into Literacy sessions and used extensively across R-7, resulting in a shared language across the site. Assessments based on progression through the stages of SSP indicated positive growth. Dividing students into three groups for three days a week aided a more coherent program and allowed for more individualisation to occur.
- Children at risk of not meeting DECD set benchmarks were offered literacy intervention in the form of Multi-lit for older students and in consultation with Support Services special educator, teacher written, individual programs and delivered with SSO support. Clear progressions could be identified for most students towards the set outcomes.
- Maths groups ensured students needs were targeted to their current level.
- Students achieved positively against the PAT Maths benchmarks. The majority of students met the required DECD Standard of Education levels.
- Children on Quicksmart maths intervention showed extensive positive growth towards outcomes when compared to like peers.

Student Focussed Learning:

- To give students choice in their learning and provide an avenue for them to share their progress with others.

Outcomes achieved against this key direction were:

- The introduction of a Learning Expo where students planned and delivered their progress to their parents and the wider community in an expo style event at the end of the term.
- Teaching children the power of choice and how to make good choices with their learning and giving them the skills to be able to articulate the reasons for their choices.

Wellbeing:

* To equip students with social emotional skills to self-manage and self-regulate their wellbeing.

* To provide parents with the resources they require when requested to assist them with issues and situations that may arise.

Outcomes achieved against this key direction were:

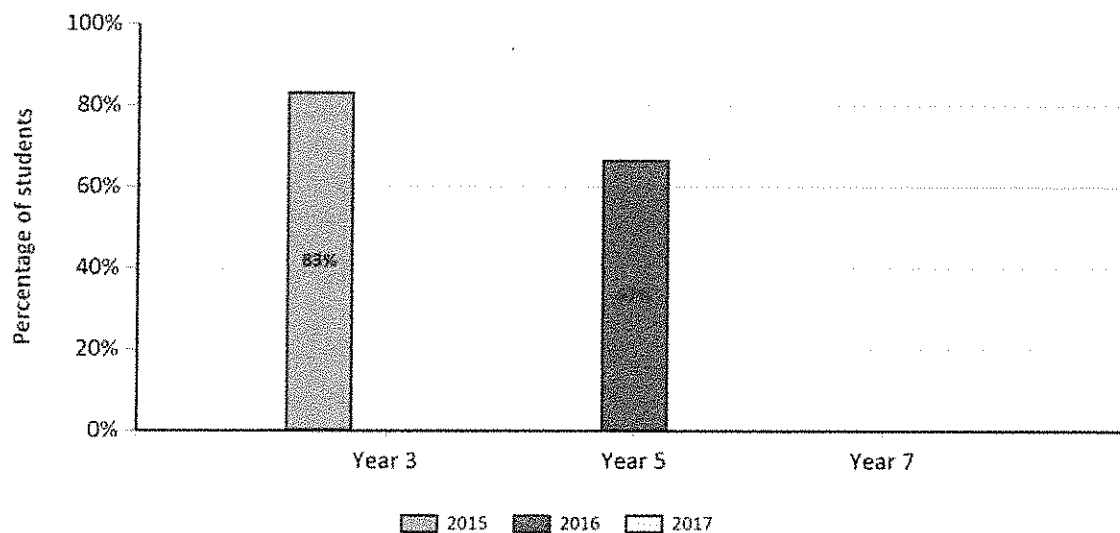
- Students accessed appropriate assistance when needed using the processes set up to assist them such as appointments with wellbeing officer or Principal.
- A social emotional program was implemented weekly, based on the current skill required to meet the needs of the students at the given time.
- Parents accessed Student Wellbeing Officer via appointments, phone, email and felt supported in their interactions and devised plans to move forward with their concerns.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

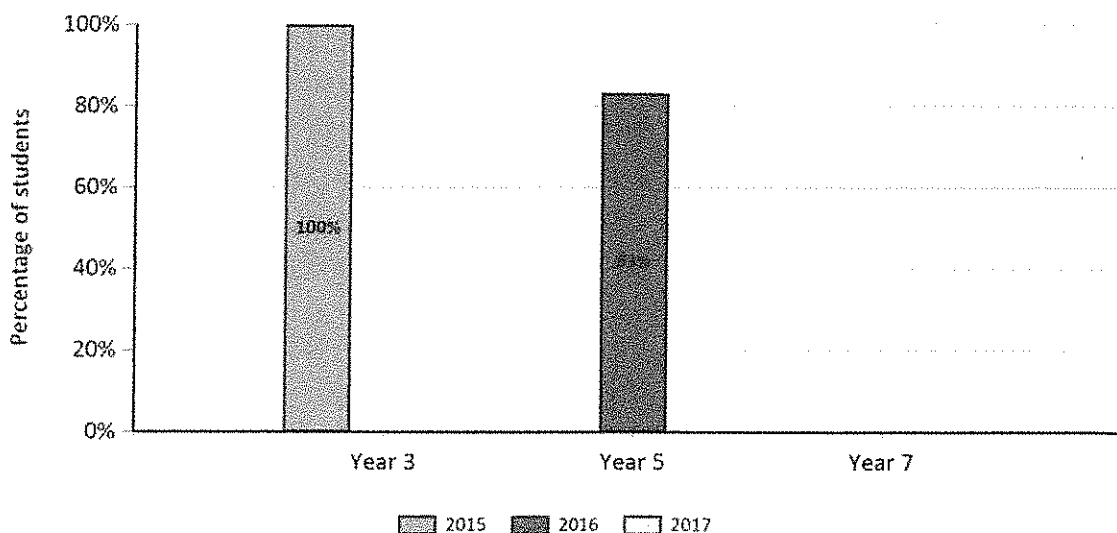
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

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

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

Numeracy

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

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2017	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

School Performance data is based on NAPLAN, PAT M, PAT C and Running Record data, all mandatory through the DECD system. School Performance data provides a small 'snapshot' of learning in a very specific context - a testing environment- and does not reflect children's skills in relation to their learning disposition, engagement, achievement across the curriculum or their connection to school and community.

Our staff measure achievement through multiple measures of assessment, throughout the year, to ensure that a complete measure of the whole child is achieved. Standardised testing is a very small component of this picture and should be remembered when viewing data of such testing. Our cohorts are extremely small, and our clientele in each cohort has changed significantly in recent years. Therefore, percentage data and growth data of cohorts is not conclusive of the growth made by individual students.

DECD are unable to publish many results due to the size of our student cohorts to ensure that individuals are not identified. As a site we have critically analysed the NAPLAN and PAT results and have identified areas that require attention across the whole school as well as at an individual level and appropriate intervention was offered to students if required in the form of literacy or numeracy support. Areas that continue to be of concern as a result of standardised test results are that of inferred information in comprehension texts and completing multi-step problems in mathematics. This does not match conclusively with evidence and documentation collected from other forms of assessment by teachers throughout the year, however is still a consideration as we move forward into 2018.

Running Records continued to be used by teachers as a diagnostic tool throughout the year. This data was used to determine students who require literacy assistance. The growth in reading levels in our Year 1 and Year 2 data showed growth for all children, indicating that literacy strategies and interventions implemented are having a positive effect.

Attendance

Year level	2014	2015	2016	2017
Reception	89.7%	87.8%	87.2%	84.6%
Year 1	94.4%	90.5%	90.2%	95.3%
Year 2	95.9%	97.1%	92.3%	95.8%
Year 3	93.7%	93.3%	91.8%	97.4%
Year 4	89.9%	94.5%	94.2%	93.6%
Year 5	96.1%	91.5%	95.7%	96.2%
Year 6	97.5%	97.5%	92.7%	97.2%
Year 7	99.0%	98.3%	96.3%	80.4%
Total	93.6%	92.2%	91.9%	93.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Attendance at Frances Primary has increased since 2016. Overall our attendance was pleasing with the majority of students attending regularly. When looking at year level data, it needs to be remembered that with small cohorts of children, data can be easily skewed. The schools attendance policy whereby families are contacted by lunchtime of the date of absence to ascertain the reason for their child/ren's non-attendance continues to be positive. Many of our absences are due to exemptions for family holidays where families are required to take holidays around the farming calendar.

Behaviour Management Comment

Behaviour at Frances Primary during 2017 has been monitored through the Behaviour Management and Bullying Policies.

Restorative Practices have continued to be utilised. Through our wellbeing program, a focus on student self regulation was a major focus. Where necessary, student behaviour contracts were drawn up in conjunction with parents, holding children accountable for their behaviour and making them aware that there are always consequences to their actions.

Parents were encouraged to follow the school grievance procedures. In line with the Cossey report, bullying data was shared at Governing Council meetings.

In 2017 the school had 0 internal suspensions, take homes or expulsions.

Client Opinion Summary

Parent, student and teacher feedback has been sought throughout the year. A positive engagement with the school was reported.

Student opinion indicated that the majority of children felt they had choice in their learning, felt that their class activities were interesting and helped them learn, that they knew how they were going and how they could improve and that they had someone to go to if they needed assistance.

Feedback from our wellbeing program was once again excellent. Children and staff both indicated that they felt that they had learnt strategies to assist them to be proactive in their wellbeing. Areas that children indicated that they felt strongest in were, making strong choices and being responsible for the consequences of those choices.

Areas that will continue to be a focus for next year will be continuing to develop resilience and risk taking in a safe environment.

Teacher surveys indicated their commitment to engaging with the site improvement plan and a general satisfaction with their work environment. Performance Development plans indicate our teachers desire to improve their practise and to further develop their communication skills to best meet the needs of their learners.

Parent opinion surveys indicated that the school should continue to: Provide extra in class support, provide a curriculum that allows children to learn through hands on work, set homework, offer support to students and their wellbeing, acting, robotics and digital technologies, phonics at junior level.

Ideas to be discussed further from the surveys collected indicated the following for consideration next year: STEM and History Excursions, Investigate after school sport options, involve more men in the school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	25.0%
Other	3	15.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	15.0%
Transfer to SA Govt School	9	45.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

In line with DECD policy, Criminal History screening has been monitored through a spreadsheet database where current criminal history screens of staff, volunteers and other parties that require screening are recorded. A folder with criminal history screens is kept on site and a plan for expired screens is in place to ensure they are archived. The database is checked regularly by our Admin staff member and anyone whose screen is close to expiring is given a new screen to complete, three months in advance.

Teacher Qualifications 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	1

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	3.4	0.0	2.5
Persons	0	4	0	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$616,075.31
Grants: Commonwealth	\$6,200
Parent Contributions	\$14,847
Fund Raising	\$9263.40
Other	-

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	not applicable	
	Improved Outcomes for Students with an Additional Language or Dialect	not applicable	
	Improved Outcomes for Students with Disabilities	Funding was used to implement speech sessions and literacy support sessions based on programs written in conjunction with support services.	Positive progression by all individuals involved in the programs.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Students with Learning Difficulties Grant- Multi- lit and quicksmart sessions SSO wages and resources and training expenses required to run literacy and numeracy programs was funded through this grant	Positive outcomes achieved through literacy and numeracy support programs
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Australian Curriculum- Funds were used for SSO support in junior classroom, staff training and development, ipads, interactive whiteboard and laptop computers for students to access curriculum.	Evidence of increased engagement with the curriculum and increase in ICT skills
Program Funding for all Students	Australian Curriculum	not applicable	
	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	Funding used to update resources across the curriculum and to replace and increase laptops in the classrooms.	Evidence of increased engagement with the curriculum and increase in ICT skills.
	Specialist School Reporting (as required)	not applicable	
	Improved Outcomes for Gifted Students	not applicable	
	Primary School Counsellor (if applicable)	Funding used to pay salary for Wellbeing Co-ordinator and Wellbeing Officer and for training and development and resources to implement wellbeing programs.	Increase in students accessing wellbeing strategies