

Frances Primary School

2018 annual report to the school community



Government
of South Australia
Department for Education

Frances Primary School Number: 138
Partnership: Tatiara - Wrattenbully 2

Name of school principal:

Catherine Biggins

Name of governing council chair:

Kylie Ryan

Date of endorsement:

8 February 2019

School context and highlights

The township of Frances is part of a diverse agricultural region located halfway between Bordertown and Naracoorte; it sits almost on the Victorian border.

Our School hosts a Play Centre twice a week: this caters for children from 0-5 years before they transition to the School at Reception (Foundation) through to Year 7. In 2018 the School enrolment was 35 and the Play Centre was 22.

The transition process for preschoolers begins as they turn 4, through the Earlylinks programme, a weekly session with the Junior class - which focusses on building relationships and literacy and numeracy skills. In the final few months these children are introduced to the School classroom and routines during a series of visits.

Similarly the transition from Year 7 to Year 8 involves visits from and then to Naracoorte High School, to allow students time to adjust to their new environment.

This year we continued to embrace and enjoy the strong community links we share through a number of events such as: termly assemblies, annual Concert, Special Person's Day, Bushfire Planning evening, Pet Day and Book Week celebrations. One of the highlights of 2018 was the Frances Fete, an expo of learning about business and economics, presented by the Senior Class.

This class was also engaged in community service by planting a large number of trees and shrubs to revegetate around the Frances Recreation grounds. Our Young Environmental Leaders were involved in the selection of suitable plants for this purpose.

The MudKitchen was installed with plans to add to this area in the future. Meanwhile the sandpit continues to provide hours of creative play for children of all ages - particularly with a nearby water source. Playful pedagogies are evident through the child-friendly learning environments and loose parts play outside. The recently upgraded court facilities have seen a great deal of action this year.

Wellbeing continued to be a major focus with Julie Patterson working onsite each Thursday. In addition to providing 1:1 student, staff and parent support where required, a weekly whole-school programme was provided to equip our students with the skills and dispositions needed to live a full and happy life and to assist them with tools for dealing with life's setbacks. Concepts such as "stomping on ANTS", "filling each other's buckets" and "I am in charge of what I think and feel" are identified and used by several students.

Governing council report

Our children are an amazingly caring, talented and educated group.

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 to grow.

Welcome to our new Groundsperson, Rachael Williams, who is doing a great job at keeping our School looking lovely.

Our children have participated in various activities this year, including the planting of new trees and shrubs at the football oval, and hosting the Schools' Day at Frances Folk Gathering.

This year our Year 6/7 students were lucky enough to have the opportunity to go to Canberra with the Year 6/7 students from Lucindale Area School. Thanks to Adrian Maywald who started this initiative a few years ago.

To top off our year a special thankyou goes to Sam Frost and the Fundraising Committee for their exceptional efforts during 2019.

Thank you all, and have a safe Christmas and New Year.

Kylie Ryan
Governing Council Chairperson.

Improvement planning and outcomes

Our Site Improvement Plan for 2018 was determined in response to the interrogation of 2017 NAPLAN and PAT data sets, as well as the SIP priorities from 2016 and directions set by our Partnership and Department.

The three priorities for 2018 were:

Numeracy: Problem-solving / Multi-step processes

Students will be able to use explicitly-taught problem-solving skills to work out age-appropriate multi-step number problems.

Evidence of progress towards this target:

- * improved engagement in, persistence with and understanding / logic/reasoning demonstrated when tackling an everyday problematised situation
- * improved ability to get started – Quick Think Maths strategy to “warm up” for the lesson.
- * increased automaticity in recall of number facts - through Quicksmart intervention, mental activities, etc.
- * discussion/ debate around processes and what if? situations - during sharing with peers

Literacy: Reading Comprehension / Critical reading

* Students will be able to use explicitly taught strategies to improve their literal and inferred comprehension levels.

Evidence of progress towards this target:

- * engagement with and improvement in oral exposition skills through preparation for the Lions' Mad Minute competition.
- * Readers' Theatre and other drama-based activities to explore text at a deeper level.
- * formative and summative assessment results from data collection schedule.
- * development and use of co-constructed question rubrics which extend thinking skills.

Wellbeing: Resilience / Growth Mindset

* Students will be able to identify, describe and demonstrate an awareness of resilience and growth mindset as factors contributing to improved wellbeing.

Evidence of progress towards this target:

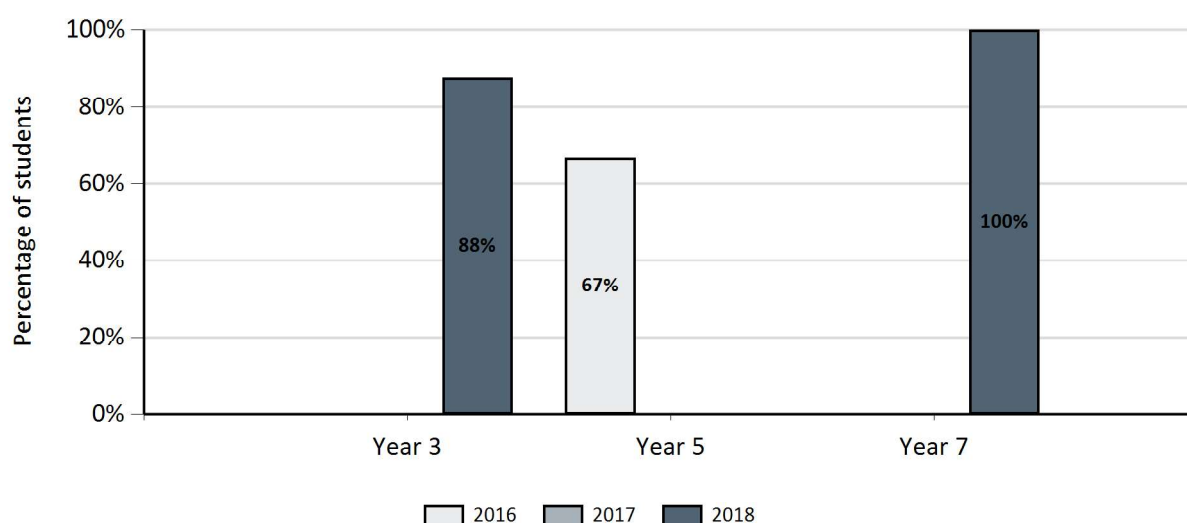
- * improved awareness of the language and understandings underpinning Growth Mindset
- * identification and use of strategies in their own learning
- * empowerment and increased resilience in times of challenge, demonstrated through discussion and action.
- * setting of and work towards wellbeing and learning goals
- * increased confidence in trying new activities

Performance Summary

NAPLAN Proficiency

The Dept. 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.

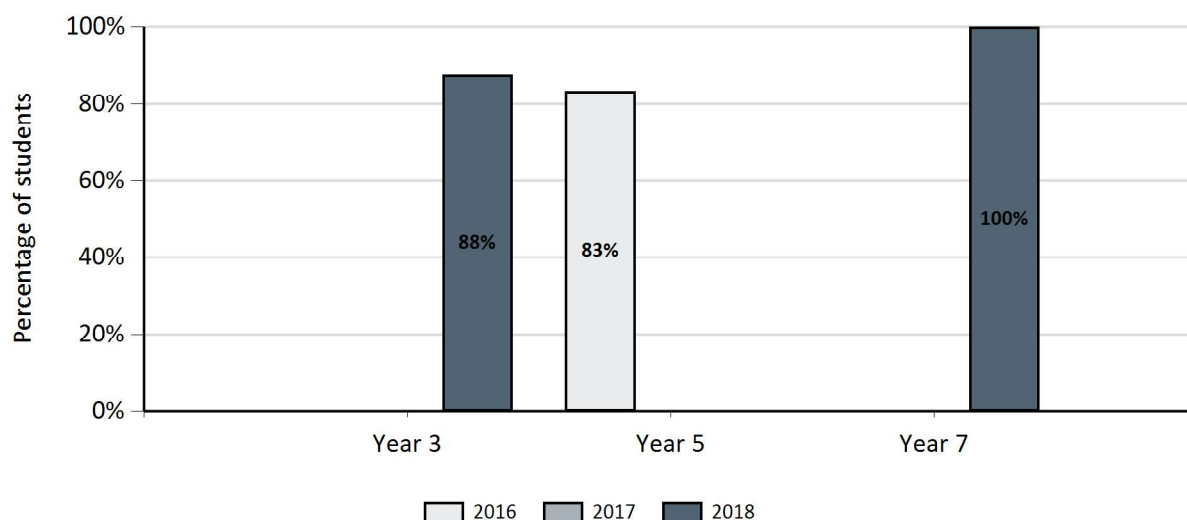
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

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NAPLAN progress

The data below represents the growth of students from 2016 to 2018 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	*	20%	25%
Middle progress group	*	60%	50%
Lower progress group	*	20%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 3-5	Year 5-7	State (average)
Upper progress group	*	40%	25%
Middle progress group	*	40%	50%
Lower progress group	*	20%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	8	8	3	2	38%	25%
Year 3 2016-18 average	6.0	6.0	1.7	1.0	28%	17%
Year 5 2018	*	*	*	*	*	*
Year 5 2016-18 average	*	*	*	*	*	*
Year 7 2018	6	6	2	1	33%	17%
Year 7 2016-18 average	*	*	*	*	*	*

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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-R and Running Record data, as mandated by the Department for Education. By its nature the data generated through these testing processes provides a “snapshot” of learning at a given point in time, rather than an accurate reflection of student skills in relation to learning disposition, engagement, cross-curricular achievement or connection to their local community.

Staff at Frances Primary School monitor student achievement using a variety of assessment tools throughout the year. The above mentioned standardised tests are a small component of this process and as such offer limited information about the learning progress of an individual. Also, our cohorts are extremely small and the clientele in each cohort has changed significantly in recent years. Therefore the percentage and growth data are not reliable indicators of student learning growth. Although the data collected and published by the Department is somewhat limited in terms of useful comparison, the NAPLaN and PAT results of our students have been critically analysed by our staff to identify areas which require attention across the School, as well as at an individual level. This information identified students who would benefit from inclusion in an intervention programme. Assistance for literacy and numeracy was provided through SSO support, both in class and through withdrawal programmes such as Quicksmart. Also during whole school literacy and numeracy blocks a 3rd group was formed to allow teaching to be tailored more effectively to a smaller cohort.

As in previous years our NAPLaN and PAT results continue to highlight the need for improvement in inferential comprehension skills and in tackling multi-step mathematical problems. Additionally the development of writing for specific genres has emerged (and this is a trend noted in other sites across the Wrattenbully partnership in 2018).

The data collected through NAPLaN also highlights that, while most students are achieving at or above the SEA, the number of those who are sitting in the upper two bands could be improved. This is an area for focus in 2019.

Attendance

Year level	2015	2016	2017	2018
Reception	85.0%	84.7%	86.5%	96.0%
Year 1	88.7%	89.3%	95.7%	92.1%
Year 2	95.8%	91.3%	94.3%	100.0%
Year 3	93.4%	89.0%	96.1%	94.7%
Year 4	94.2%	94.0%	91.4%	96.6%
Year 5	87.3%	93.7%	95.0%	90.8%
Year 6	98.3%	89.8%	95.5%	96.7%
Year 7	97.3%	96.7%	84.2%	97.5%
Total	90.7%	90.4%	93.1%	95.1%

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

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

Attendance comment

Attendance levels at Frances Primary School continue to improve in 2018.

Overall our attendance was pleasing with the majority of students attending regularly. When looking at year level data it is important to remember that our small cohorts inevitably cause data to be skewed. Also, the majority of absences occurring throughout the year continue to be due to sporting and family holiday commitments. During the 2018 External Review it was noted that our processes around monitoring and managing student attendance are effective and compliant with Department policy.

Behaviour management comment

In 2018, behaviour continued to be monitored through the Behaviour Management and Anti-Bullying policies, in compliance with Departmental protocol.

Restorative Practices were employed to address issues and to repair relationships where appropriate. At times student behaviour contracts were also used to clarify mutually agreed behaviours and natural consequences for breaching these. Parents were also invited to contribute to these meetings.

Students are expected to report any concerns to a staffmember as soon as possible. Parents were encouraged via newsletter to refer to our School Grievance Procedure if necessary.

During 2018 the School had 0 internal suspensions, take homes or expulsions.

Client opinion summary

Parent, student and staff feedback has been sought throughout the year with a view to gauging the effectiveness of our service. Overall, a positive engagement was noted.

The Wellbeing and Engagement Collection survey undertaken by students from Years 4 to 7 indicated that they continue to feel happy and optimistic, with positive connection to the School and staff and a "can do" attitude to learning. An area for improvement identified by some students was the ability to self-regulate emotionally and this has been a focus in Wellbeing sessions this year.

All students participated in a Classroom Climate audit where they reflected on social dynamics. The information gathered from this provided a useful tool for conversations between individuals as well as at a class and whole school level.

Parent feedback regarding the format of the midyear written report indicated that most respondees felt the present format was easy to read and understand, and that an appropriate amount of information was provided. Also, via a Parent Opinion survey conducted in Term 4, parents provided generally positive feedback in regard to the running of the School.

Through professional development conversations staffmembers have identified 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 practice and to develop current methodologies to meet the needs of today's learners. Results of the Perspectives survey indicate an 86% engagement rate amongst staff at Frances Primary School.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	20.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	4	80.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

In accordance with Department for Education policy, Criminal History screening has been monitored by means of a spreadsheet database where current screening results are recorded for all adults who work with, or have contact with, our students. A hard copy of each screen is stored centrally onsite, monitored regularly to ensure that it is current, and archived when a new screening is completed.

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: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	3.2	0.0	3.5
Persons	0	4	0	8

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	NIL
Grants: Commonwealth	\$6,200
Parent Contributions	\$13,389.36
Fund Raising	\$8,362.07
Other	\$5,518.46

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

2018 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 2018 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 behaviour management and engagement	SSO support for RAAP funded student. School Counselor employed to work with all students to build a culture of engagement. Individual counseling available as required.	Reading levels and Numeracy skills improved for RAAP funded student.
	Improved outcomes for students with an additional language or dialect	N/A	
	Improved outcomes for students with disabilities	Students with Learning Difficulties/Disabilities were supported with the provision of SSO time in the classroom and being included in smaller classes.	Closer monitoring of student learning
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development	Students were supported to travel by bus to excursions. SSO hours were allocated to support students within their class groups.	Attendance at swimming and other sporting events, camps and excursions.
	Students taking alternative pathways	SSO hours and by reducing class sizes for core learning, three times a week.	Students accessed targeted teaching.
	Students with learning difficulties grant		
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	SSO support to maintain the school Resource Centre and to support students in class. Students have access to learning materials on site. Reading is promoted.	Students engage in reading. Most students achieving SEA in Reading.
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	A school counselor supported students through 1:1 appointments and through the development of a whole school culture.	Students are highly supportive of each other within a bullying free school.