



Springton Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Springton Primary School Number: 408

Partnership: Torrens Valley

Name of School Principal:

Michael Kerrisk

Name of Governing Council Chair:

Tom Jonath

Date of Endorsement:

24/03/2017

School Context and Highlights

Springton Primary School is located on the edge of the Barossa Valley. We are a school committed to working collaboratively with our community to achieve the best possible outcomes and opportunities for our students.

Our school's size enables us to foster a supportive, family atmosphere with an emphasis on sharing, supporting, caring and cooperating with each other. Social skills are promoted and further developed. Springton is a You Can Do It school where the keys to success of persistence, resilience, confidence, getting along and organisation are explicitly taught. This creates a great school spirit, and a positive outlook and attitude as well as equipping students with the skills to be successful.

In our small school, student well-being is a high priority and each of the staff members know every student. Emphasis is placed on whole school leadership and achievement of personal best.

Our school provides opportunities for maximum involvement and participation in extra curricula activities such as SAPSASA sport, swimming, visual arts and numerous school and community events.

We have an extremely well-resourced library, computer lab and classroom laptops and ipads accessible for every student. All students have access to secure internet and email. Through our innovative STEM program, all students are given the opportunity to develop skills in robotics and 3D printing within the Digital Technologies Curriculum. ICT is used extensively across the curriculum to support learning and engagement.

At Springton Primary, we teach and build sustainable habits in our students. They are currently involved in planning and creating our new nature playground. We have an extensive vegetable garden and run a cooking/garden program which has links across the curriculum using food grown in our garden.

We offer a quality learning environment with air conditioned classrooms, multiple learning spaces, spacious grounds, grassed playing areas, vegetable gardens and plenty of shaded play space.

Governing Council Report

It was quite a busy and productive year for the Springton Primary School.

The 2016 school year commenced with 29 students. However, student numbers fluctuated through the year, dropping to 25 but then increasing to 28 by year end. It was pleasing to see the student numbers improve later in the year. It's an encouraging sign that the initiatives to improve the school image are starting to improve student numbers.

Summarising the key events and highlights for 2016:

- The Kitchen Upgrade was completed, enabling the "Kitchen Garden & Cooking" program to commence
- Renovations and painting of the School's toilet block were done, to make them more presentable
- The School's focus on digital technologies continued, with the purchase of a new 3D printer and software.
- A new school uniform with red/blue colour scheme was developed and rolled out for the school, with the clothing initially being subsidised by the school.
- A new "modernized" school Logo was approved by DECT, which is on the new uniforms.
- The school website was redesigned and updated, to improve the school image
- There were a number of infrastructure failures throughout the year. These were mainly IT related. This was a real challenge for the school, with some important network hardware now replaced.
- Options to upgrade the school signage were looked at, and this will be completed in the 2017 school year
- An upgrade of the Schools auto bell system was also investigated, for implementation in 2017
- The school finished the year in a healthy financial position, which will allow us to peruse further improvements in 2017.
- Enrolments for 2017 were initially confirmed at 34 students. However, at the time of writing this report, I'm pleased to advise that our student numbers have increased to 39!

We are a very fortunate school to have such a supportive and close knit community. SPS also has a very capable teaching staff, supported by many dedicated volunteers and governing council members, all of whom have the student's best interests at heart.

On behalf of the Springton Primary School Governing Council, I would like thank everyone for your valued contributions and support for the School.

Tom Jonath
Springton Primary School
Governing Council Chairperson 2016

Improvement Planning and Outcomes

Literacy

Reading Comprehension was a focus for us in 2016. In particular, our goal was to achieve solid growth in reading data through embedding a culture of intentionality in the explicit teaching of reading strategies in response to ongoing data.

2016 Reading Targets & Results:

Yr R-2 - 8 out of 11 students to achieve 12 months growth in Running Records.

In 2016, a number of new students arrived over the year. However, out of the students who were enrolled at the school for the full year, 90% of those students achieved growth of 12 months or more which surpasses 8 out of 11 (72%).

Yr 3 - 6 out of 8 students to achieve DECD standard and one out of 8 to achieve higher bands.

Two students left from that cohort over the year. In NAPLAN Reading, all students achieved DECD standard. The same number achieved higher band levels (Proficiency band 4 or above)

Yrs 4-6 - 5 out of 7 students to achieve 12 months growth in PAT Comprehension.
Cohort size less than six. Data cannot be released.

Writing Targets & Results:

All Year 3, 5 & 7 to achieve national average band levels.

In NAPLAN Writing:

Year 3: All students achieved above the national minimum standard.

Year 5: Not able to release information due to low number of students.

Year 7: No students enrolled.

Numeracy

Pedagogical shift in the teaching of Mathematics through the implementation of the Tierney Kennedy problem solving approach to Mathematics teaching was a focus for us in 2016. Our goal was to raise numeracy achievement data.

2016 Numeracy Targets & Results

Yr R-2 - All students to grow by 12 months (Year 2 to show 5 points growth in PAT Maths.)

Do to the age of the students and absences during the PAT testing periods, no quantitative testing was done in both 2015 and 2016 for the same students to measure growth.

Yr 3 - All students to show 12 months growth (5 points) using PAT Maths scale scores

All students in the 2016 Yr 3 cohort showed greater than 5 points growth on the PAT Scale Score Continuum

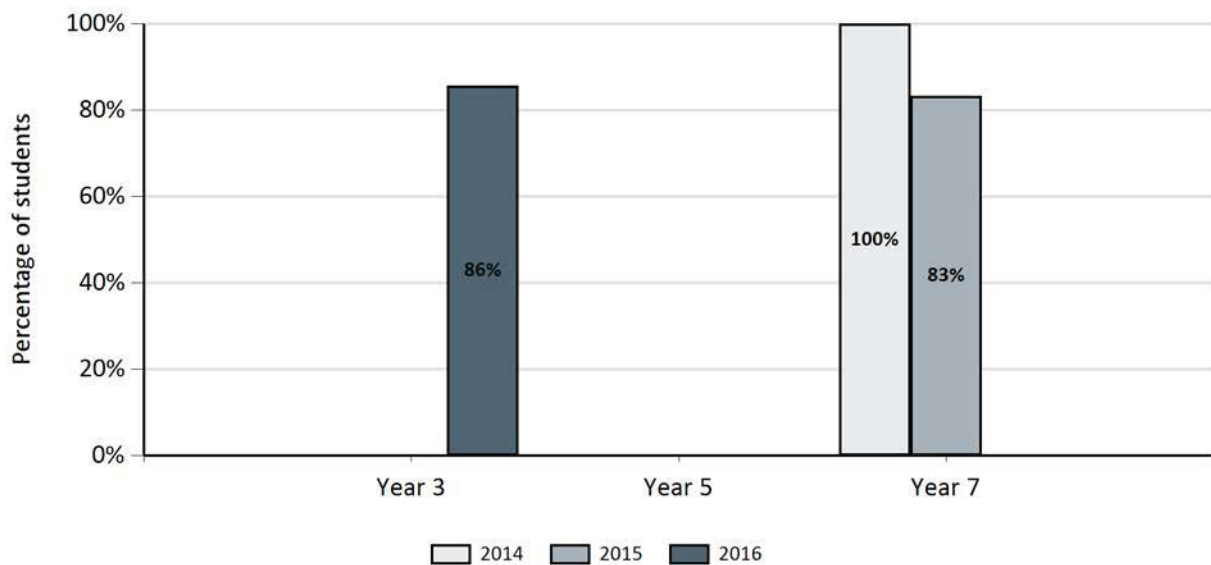
Yr 4-6 - All students to show 12 months growth (5 points) using PAT Maths scale scores
Cohort size less than six. data cannot be released.

Performance Summary

NAPLAN Proficiency

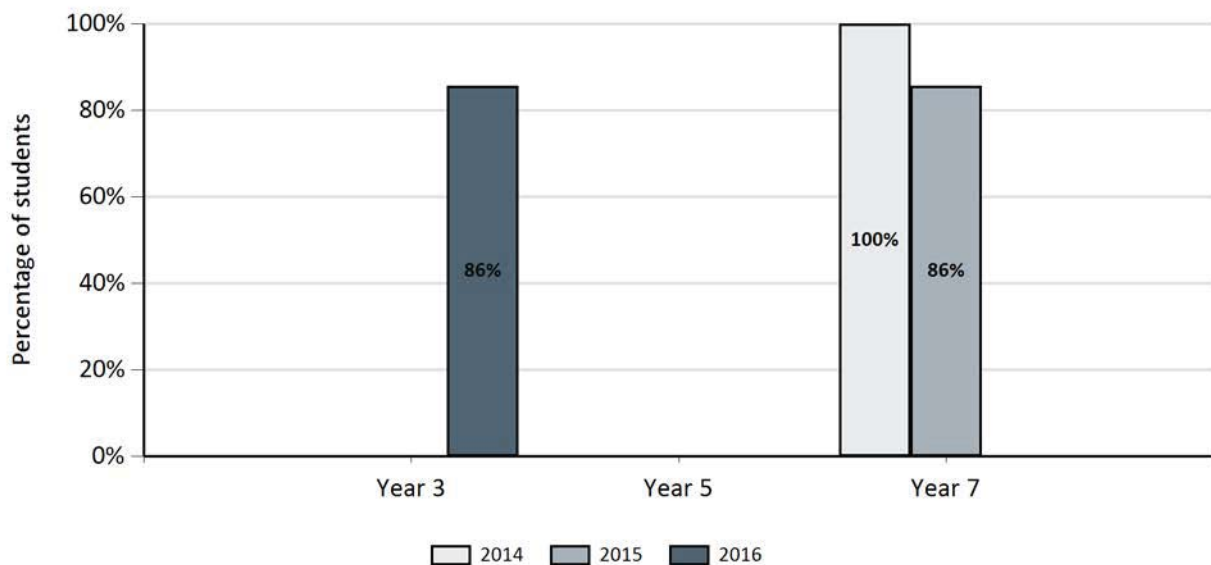
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

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

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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	State (average)
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Data Source: DECD special extract from Student DataWarehouse, September 2016.

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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 2016	7	7	2	3	29%	43%
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

NAPLAN

Due to small cohort sizes, only Year 3 can be reported on for 2016. Accordingly, we are looking more closely at individual results to monitor student achievement and growth. Year 3 numeracy data was very pleasing which would indicate that the Tierney Kennedy problem solving approach to Mathematics teaching is having a positive effect and should continue. Overall, the results in literacy were also very positive. However, reading comprehension remains a focus for 2017.

Year 3.

Reading:

5 out of 6 students achieved DECD SEA or above.

3 out of 6 achieved higher bands.

Writing

All students achieved DECD SEA or above.

2 out of 6 achieved higher bands.

Grammar/Punctuation:

5 out of 6 students achieved DECD SEA or higher.

3 out of 6 achieved higher bands.

Numeracy:

All students achieved DECD SEA or above.

3 out of 6 students achieved higher bands.

Year 5 - Cohort size too small. Information not available.

Year 7 - No Year 7 students at time of testing.

PAT - Reading

Year 3 - Average growth - 26 / ACER expected growth 10

Year 4 - Cohort size less than 6. Information not available.

Year 5 - No students in Year 5 at time of testing.

Year 6 - Cohort size less than 6. Information not available.

Year 7 - No students in Year 7 at time of testing.

PAT - Mathematics

Year 3 - Average growth - 16. Effect size: 1.88*

Year 4 - Cohort size less than 6. Information not available.

Year 5 - No students in Year 5 at time of testing.

Year 6 - Cohort size less than 6. Information not available.

Year 7 - No students in Year 7 at time of testing.

(The average effect size for any teacher in any school is 0.15-0.4)

Attendance

Year level	2014	2015	2016
Reception	80.6%	88.6%	97.2%
Year 01	89.7%	83.2%	91.6%
Year 02	85.7%	89.9%	92.0%
Year 03		92.0%	93.4%
Year 04	90.7%		95.8%
Year 05	87.7%	87.3%	99.0%
Year 06	92.1%	93.8%	93.9%
Year 07	90.0%	88.7%	
Year 08			100.0%
Total	89.1%	88.8%	93.9%

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

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

Attendance Comment

Our attendance data made a pleasing improvement in 2016. We were able to achieve an attendance rate over 93%.

We are aiming to further increase our attendance rates in 2017 to align with DECD targets by continuing to take a proactive stance to attendance in the form of newsletter articles, new attendance monitoring systems, individual phone calls to families, parent meetings, attendance incentive strategies and consultation with regional attendance officers.

Behaviour Management Comment

Springton Primary School continues to have low levels of behavioural incidents & resulting interventions, as per previous years. In 2016 there were no external suspensions.

Client Opinion Summary

According to our 2016 Parent Survey, parent satisfaction with the school is high. Rated highest were the following:

- I can talk to my child's teachers about my concerns.
- Student behaviour is well managed at this school.
- My child likes being at this school.
- The school looks for ways to improve.

The lowest scoring item was 'The school is well maintained' at 4.5 which is still high (between 'agree' and 'strongly agree') and is higher than in the previous year. Nevertheless, the improvement/replacement of facilities and ICT infrastructure continues to be a focus.

Student satisfaction surveys were not completed in 2016.

According to the 2016 Staff Survey, satisfaction with the school is also high. Rated highest were the following:

- Student behaviour is well managed at this school.
- Students like being at this school.
- The school looks for ways to improve.
- The school takes staff opinions seriously.
- Teachers at this school motivate students to learn.

The lowest scoring items, while still high (between agree and strongly agree), were:

- Teachers at this school provide students with useful feedback.
- The school is well maintained.
- Students at this school can talk to their teachers about concerns
- I receive useful feedback about my work at this school.
- Staff are well supported at this school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	1	9.1%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	10	90.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

In 2016 we were successful in obtaining Relevant History Screens for all governing council members.

We are consistently sighting and recording clearance information on EDSAS or the Human Resource System (or maintaining copies of clearances if not connected to these systems).

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	5
Post Graduate Qualifications	2

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	1.5
Persons	0	4	0	3

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	635818.28
Grants: Commonwealth	1300.00
Parent Contributions	6755.00
Fund Raising	3419.92
Other	2909.58

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	N/A	
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	The school has employed two SSOs to support students with high needs (one in each class). One SSO works full-time, the other works 0.8.	
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Groups of Students Funding: The school has purchased Back-to-Front Maths resources to support the teaching of mathematics in the Junior Primary Class. This funding has also been used to support training and development of our Junior Primary teachers in the Tierney Kennedy problem-solving approach to Mathematics teaching.	
Program Funding for all Students	Australian Curriculum	All Students Funding: This funding has contributed to the establishment of a kitchen/garden program to teach sustainability and increase engagement of all students with links across the curriculum. It has also been used to increase student ICT through the purchase of new hardware.	
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Contributed towards teacher professional development and the purchasing of resources to support learning programs.	
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Used in the implementation of well-being programs across the school. In particular, training and purchasing of resources for the You Can Do It program and the Kimochis program.	