

# Springton Primary School

## 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Springton Primary School Number: 408

Partnership: Torrens Valley

Name of school principal:

Bec Jamieson

Name of governing council chairperson:

Kaya Copeland-Court

Date of endorsement:

## School context and highlights

Springton Primary School is located on the edge of the Barossa Valley. Our school is a 'You Can Do It' school where the keys to success (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. We are committed to working collaboratively with our community to achieve the best possible outcomes for our students. Our staff know every child - their progress, challenges and strengths - and because of this, we are able to very effectively ensure that all our children are challenged whilst at the same time supported to achieve and grow both academically and socially.

Springton Primary is very well resourced in digital technologies. Every child has their own designated laptop to access learning opportunities across all curriculum areas. We have a passion for teaching children about the importance of sustainability. This is particularly evident in our Kitchen Garden Program in which all children across the school grow and harvest fresh produce in our large vegetable garden and then prepare and enjoy together, delicious, healthy meals.

In 2019 there were a large number of highlights & special events. These included:

- Contribution to the Mount Pleasant ANZAC day display
- District Athletics Day
- Water Safety Program at the Rex
- Spring Fair
- Year 7 Canberra Camp fundraising dinner
- Jump Rope for Heart
- Circus Elements workshop
- Student Led Assemblies & Performances
- Book Week Celebrations and Book Fair
- Sports Day
- STEM in schools
- Whole school camp to Aldinga
- Young Environmental Leaders

Highlights of staff professional development included:

- Staff participation in the Re-Imagining Reception Professional Learning
- Completion of STEM 500 (technologies) Professional Learning
- Involvement in Brightpath
- Learning Design, Assessment and Moderation
- Sheena Cameron and Louise Dempsey - whole school approach to writing improvement



## Governing council report

As usual, 2019 was a very busy year for Springton Primary School. I'd like to acknowledge the hard work of the Governing Council and staff who worked together to make it the successful year it was. We had a very positive year of fundraising both for the Year 7 Camp and for the school in general. One of the many fundraising highlights was our Special Dinner that was held in the Springton Town Hall to raise money for the Year 7 Camp.

In mid-Term 1, our principal, Michael Kerrisk, left to take up a temporary position at another school returning to Springton at the beginning of 2020. The role of principal was very ably filled in Michael's absence by Bec Jamieson. Bec did a fantastic job and her expertise and energy ensured that Springton continued on smoothly for the rest of the year. Thank you, Bec!! (And it's great to have you back, too, Michael!)

Sadly, one of our teachers, Karen Sandelin had to leave mid-way through the year and, as a result, Dylan Cotton became part of the Springton family for the rest of the year. I'd like to wish Karen and Dylan all the very best for their future endeavours and thank them for their contributions to the school.

As always, Springton hosted or was involved in many events over the year including the Circus Challenge, Surf Camp at Aldinga, Jump Rope for Heart and Cross Country. One of the massive highlights was when Springton won the Mt Pleasant Street Parade. Our entry was circus themed and was very impressive and original! I'd like to thank all the families, staff and students who made this possible.

Springton regularly raises money for worthy causes. At the end of the year, we successfully raised \$1888 for Pink Stumps Day in aid of breast cancer research. Once again, thank you to the families, staff and children who worked to make this happen. Pink Stumps Day was lots of fun, too!

Kaya Copeland-Court  
Governing Council Chairperson



## Improvement planning - review and evaluate

Our planning for 2019 was guided by our partnership improvement plan and informed by site analysis of a range of internal and external performance measures, including NAPLAN, A to E grade data, and Progressive Assessment Tests (PAT) in Comprehension and Mathematics.

Goal 1 - Increase mathematical achievement of students, particularly in the Number Strand, as evidenced by PAT-M.

To ensure improvement in Numeracy, staff made a commitment to increase their understanding of the Mathematics curriculum alongside the learning progressions to ensure the students gained a full understanding of concepts. This along with the knowledge of proficiency strands (understanding, fluency, problem-solving and reasoning) has resulted in a more streamlined and deeper approach to teaching Mathematics and will ensure a smooth transition from one class to the other.

In 2019, 84% of students in years 3 - 7 achieved the Standard of Educational Achievement (SEA) in PAT. Of the 10 students who sat NAPLAN in 2019, 8 achieved SEA, 2 were in the high bands.

Goal 2 - Increase the number of students mastering comprehension strategies, particularly in interpreting explicit information as evidenced by PAT-R.

The commitment to improve comprehension this year saw a focus on the development of reading, in particular oral language and vocabulary. This has already shown an impact across the school with staff ensuring they provide opportunities for students to have numerous occasions to interact and respond through learning areas. The introduction of purposeful word walls has exposed students to a wider variety of academic language. This, along with explicit teaching of comprehension strategies is already having a positive impact.

In 2019, 77% of students in Years 3 - 7 achieved the Standard of Educational Achievement (SEA) in PAT. Of the 10 students who sat NAPLAN in 2019, 8 achieved SEA, 2 were in the high bands.

Goal 3 - Improve student achievement in writing as evidenced by NAPLAN.

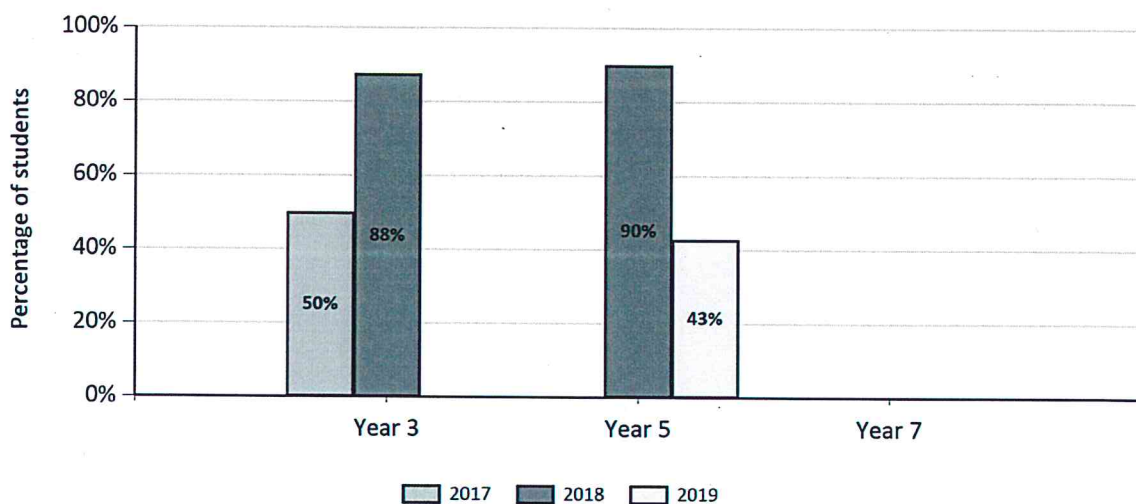
In 2019, the staff at Springton Primary School began using the Brightpath assessment tool to drive writing improvement. The tool enables teachers to assess individual pieces of writing and determine next steps for students from the comprehensive report the tool generates. The students were then involved in setting goals to improve their writing. The staff found this to be a very useful tool, and in the second moderation session found that students had made steps towards fulfilling their improvement goals. 62% of our students achieved Standard of Educational Achievement (SEA) in NAPLAN.

## 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.

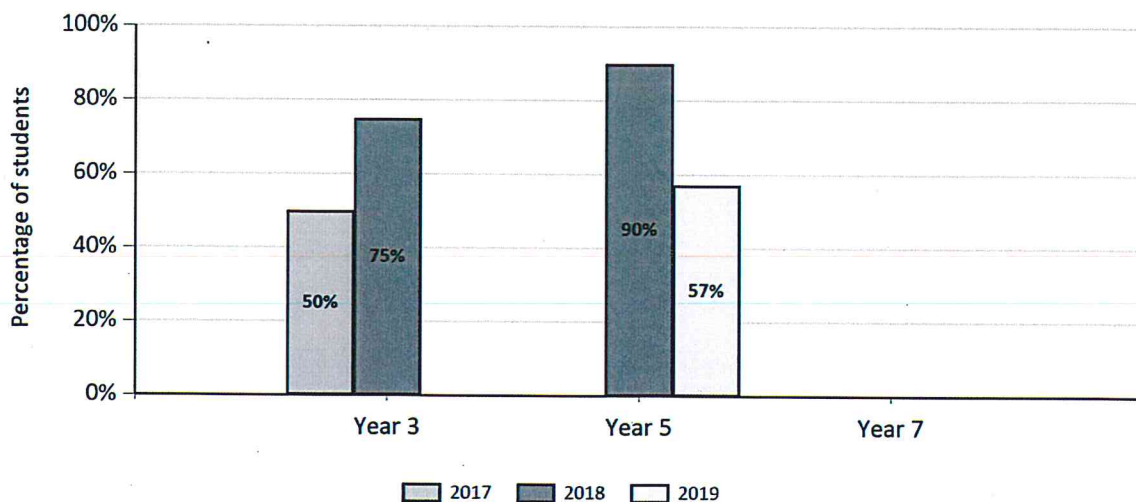
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2019 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	17%	*	25%
Middle progress group	50%	*	50%
Lower progress group	33%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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	17%	*	25%
Middle progress group	67%	*	50%
Lower progress group	17%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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 2019	*	*	*	*	*	*
Year 3 2017-19 average	6.0	6.0	1.3	1.7	22%	28%
Year 5 2019	7	7	1	1	14%	14%
Year 5 2017-19 average	6.3	6.3	2.3	1.3	37%	21%
Year 7 2019	*	*	*	*	*	*
Year 7 2017-19 average	*	*	*	*	*	*

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<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.

## School performance comment

Whilst the cohorts of year three and seven are too small to provide comments on, so as not to identify individual students, there has been pleasing achievement in Reading NAPLAN results with 66% of students achieving Standard of Educational Achievement.

Likewise, although the cohorts of Year Three and Seven are too small to provide comments on, there has been good achievement in Numeracy NAPLAN results with 80% of students achieving Standard of Educational Achievement. Two students achieved results in the high bands.

When exploring individual student responses from NAPLAN testing, there were some common areas of improvement identified that we have committed to strengthen in 2020.



## Attendance

Year level	2016	2017	2018	2019
Reception	97.2%	90.4%	82.9%	79.6%
Year 1	91.6%	90.0%	82.0%	75.4%
Year 2	92.0%	90.2%	88.0%	82.7%
Year 3	93.4%	87.3%	90.5%	88.4%
Year 4	95.8%	90.1%	89.8%	91.1%
Year 5	99.0%	81.6%	94.1%	84.4%
Year 6	93.9%		94.1%	89.7%
Year 7		91.0%		92.9%
Year 8	100.0%			
Total	93.9%	89.4%	89.7%	86.2%

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

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

## Attendance comment

Attendance rates dropped from 2018 however this is largely due to the small cohort sizes the absence of one or two students over a prolonged period which has had a large negative effect on overall attendance results. A number of students attend regular off site appointments which affect attendance rates.

Phone calls are made home at 9:30 each day for unexplained absences and reminders are put in the Newsletter each term.

## Behaviour support comment

Springton has continued to be a school with a relatively low incidence of behaviour management incidents. There was an increase in referrals to the Front Office in the last 6 months of 2019. SSO well-being time has been utilised to support students.

## Client opinion summary

No parent, student or staff surveys were carried out in 2019.



## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	50.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	20.0%
Transfer to SA Govt School	3	30.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

We follow DfE requirements for DCSI clearances for staff, volunteers and other persons interacting with students at Springton Primary School. All staff, governing council members and volunteers are compliant. We have a process in place of sighting and recording clearance information to ensure all relevant history screening is up to date.

## 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	5
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	0.6	2.1
Persons	0	4	1	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	\$675,284.34
Grants: Commonwealth	\$3,010
Parent Contributions	\$16,334.67
Fund Raising	\$6,885.63
Other	\$36.68

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

## 2019 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 2019 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	Identify students who find self-regulation of emotions difficult. Sessions were started where students had to collaborate with others in small group situations to promote more appropriate responses.	Development of social/emotional improvement in identified students.
	Improved outcomes for students with an additional language or dialect	Not applicable	
	Improved outcomes for students with disabilities	Principal taught 0.6 to enable smaller groups to better cater for SWD. Intensive sessions with Can Do For Kids initiated.	Explicit and targeted instruction for every student. Improved achievement.
Targeted funding for groups of students	Improved outcomes for rural and isolated students <ul style="list-style-type: none"> <li>Aboriginal students</li> <li>numeracy and literacy</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	1:1 intervention sessions started with identified JP students who were not successful in the Year 1 phonics screening. Running records constantly monitored and reviewed.	Increased level in follow-up screening. Running record levels increased.
Program funding for all students	Australian Curriculum	Utilised TRT funding to support training and development and online membership to PETAA. Engaged with the SLLIP. Sessions with the principal on Learning Progressions.	
Other discretionary funding	Aboriginal languages programs initiatives	Not applicable	
	Better schools funding	Intervention program, 'Reading Tutor' was purchased and SSOs trained to facilitate sessions with identified students. 1:1 intensive sessions with identified students.	Increased engagement and achievement in PAT Reading results improved.
	Specialist school reporting (as required)	Not applicable	
	Improved outcomes for gifted students	Not applicable	
	Primary school counsellor (if applicable)	Worked collaboratively with the PCW (two days a week position).	Students were able to access support through individual and group sessions.