Pennington School R-6

2022 annual report to the community

Pennington School R-6 Number: 337

Partnership: Inner West

	Signature
School principal:	Mrs Jasmine Marrett
Governing council chair:	Kylie West
Date of endorsement:	**24 March 2023**

Context and highlights

Pennington School R-6 is located 13km west of the Adelaide CBD and was established in 2015 with amalgamation of Pennington Junior Primary and Pennington Primary Schools onto the Butler Ave site.
The school is a Category 2 Index of Disadvantage site and an Index of Community Socio-Economic Advantage (ICSEA) of 955 with an enrolment in 2022 of 277 students - 238 in our mainstream program and 39 in our Intensive English Language Centre.

In 2022 the school was comprised of 11 mainstream classes, 5 Junior Primary and 6 Primary classes, 11% of students are identified as Students with Disabilities, 59% of students are identified as EALD, 63% are eligible for assistance with their education via government School Card and approximately 18% of students identify as First Nation Australians.

Governing council report

In 2022 there were 6 continuing members on council from term 3 onwards. They were instrumental in the school canteen moving from 3 days to 5 days a week and eventually employing a canteen manager full time at the end of term 4 2022. The council also began the process of initiating OSHC at Pennington for the very first time. The tender process was completed in December 2022, with the successful OSHC provider being Happy Haven. OSHC will begin in term 2 2023.

Given it was a difficult year for the council, as they had 3 Principals in 3 terms, the above achievements indicate the small team's ability to show commitment and care toward the school and its community. I highly commend all members of the council for their ongoing support.

Jasmine Marrett
(on behalf of Governing Council)

Quality improvement planning

In 2022 we continued to implement our Site Improvement Plan 2022-2024 with our continued shared commitment to improving all students' reading and writing achievement Reception to Year 6.
Our focus has been on the improvement of reading and linking our knowledge and understanding about writing with our reading practices, in order that students develop a deep understanding of how reading and writing are linked.
Our main strategy to achieve this was by working collaboratively in PLT groups using a research-based text "The Reading Comprehension Blueprint" as our common source of knowledge and effective practices. Teachers discussed the new leaning from each chapter, committed to an identified action, implemented this over a five-week period (Learning Sprints) and then evaluated both their own learning and that of their students, by analysing pre and post work samples.
The PLT processes are supported by allocating time in every staff meeting, a targeted professional development budget and a non-instruction time timetable that allows teachers to meet regularly in year level groups to address the Challenges of Practice identified in the Site Improvement Plan
PLTs are the vehicle to foster a culture of learning. Learning Sprints are the driver of changes to pedagogical practice. The evaluation component of the sprints ensures teachers interrogate the data sets and that teachers collaboratively identify the most effective practices for this context. The effective practices we identify become common practices and are incorporated into our whole school agreements.

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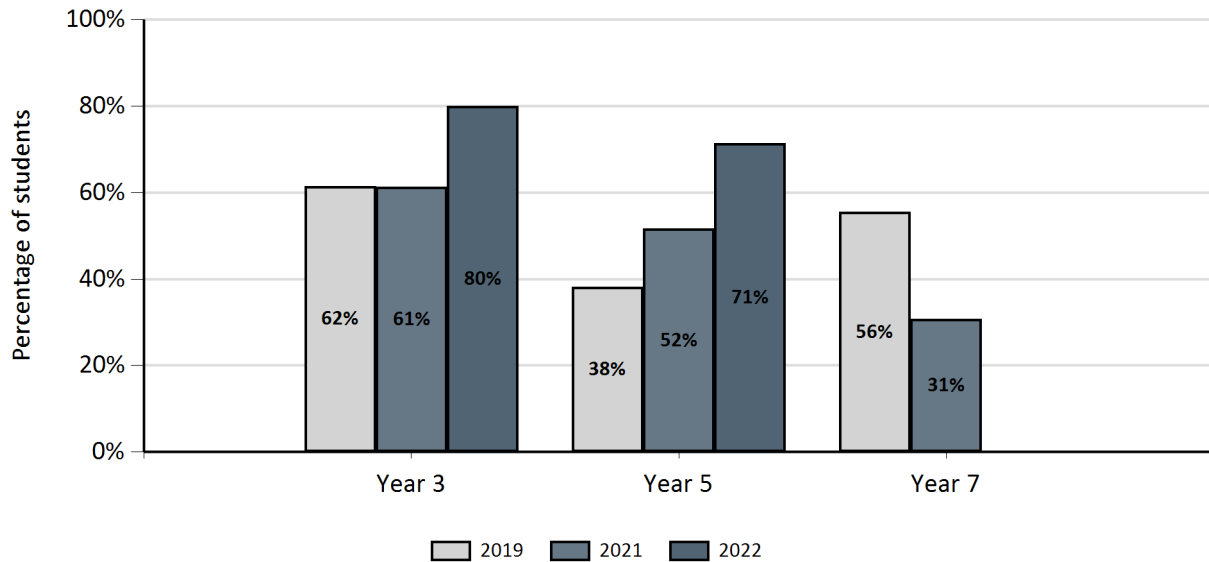
Reading
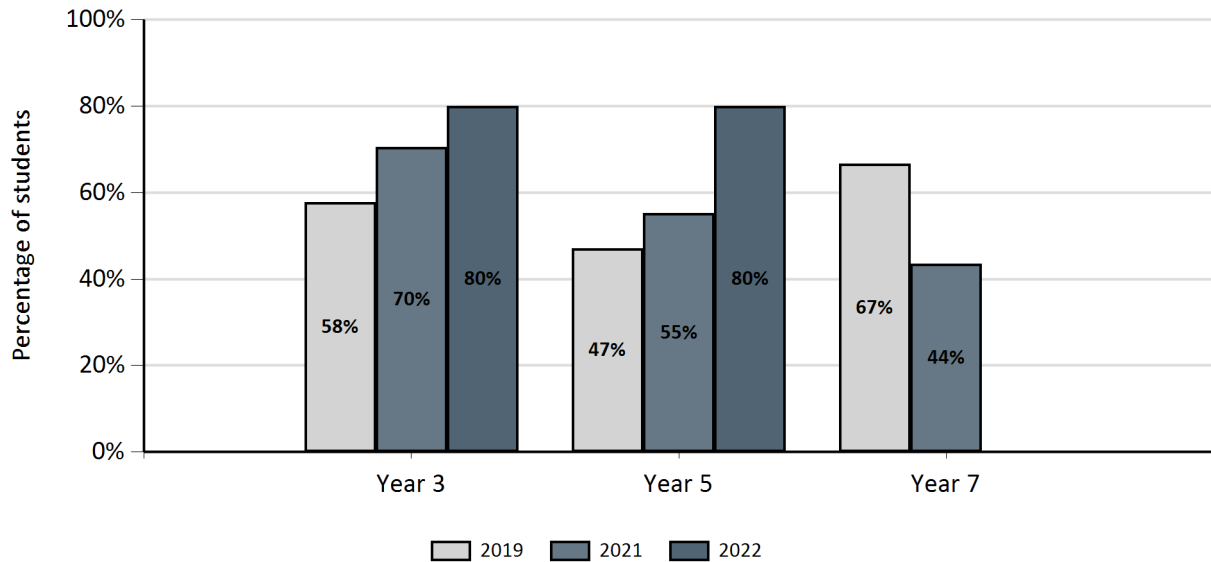
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	20	20	10	5	50%	25%
Year 03 2021-2022 Average	32.0	32.0	9.0	4.0	28%	13%
Year 05 2022	35	35	11	4	31%	11%
Year 05 2021-2022 Average	32.0	32.0	6.5	2.5	20%	8%
Year 07 2021-2022 Average	39.0	39.0	4.0	2.0	10%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

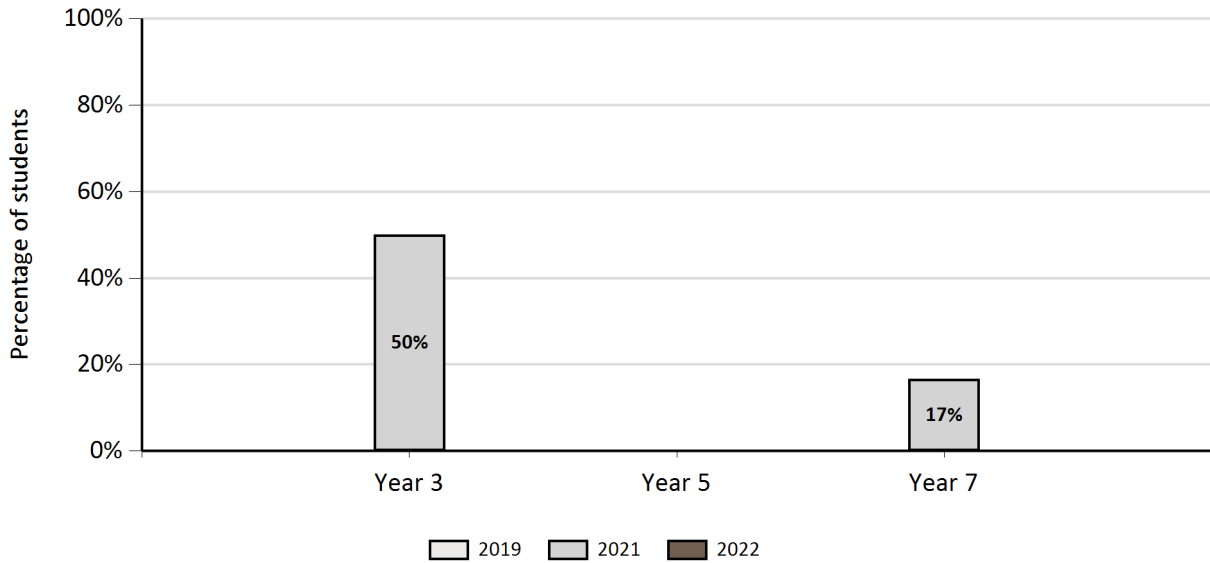Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^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.

NAPLAN proficiency - Aboriginal learners

Reading

Numeracy

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

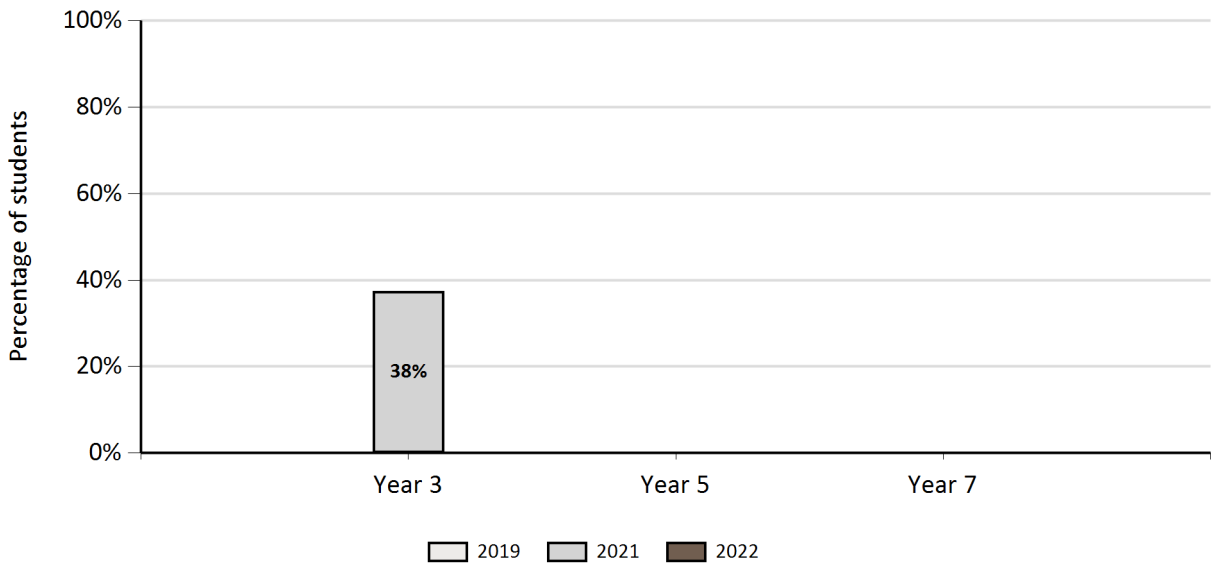|	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	6.0	6.0	0.0	0.5	0%	8%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	6.0	6.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Intervention & Support

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

All teachers used the school's data management system to undertake high quality data analysis and regular monitoring of all ATSI. All PLT and SIP work required an ATSI student to be identified in the improvement cycle.

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

NAPLAN Year 3 Reading, all ATSI students achieved band 3 (just in SEA) or above
NAPLAN Year 3 Numeracy, all ATSI students achieved band 3 (just in SEA) or above
NAPLAN Year 3 Writing, almost all ATSI students achieved band 3 (just in SEA) or above (1 x student scored below NMS)
NAPLAN Year 3 Spelling, all ATSI students achieved band 3 (just in SEA) or above
NAPLAN Year 3 Grammar & punctuation, all ATSI students achieved band 3 (just in SEA) or above

NAPLAN Year 5 Reading, most ATSI students achieved band 5 (just in SEA) or above (2 x students did not achieve SEA)
NAPLAN Year 5 Numeracy, most ATSI students achieved band 5 (just in SEA) or above (2x students did not achieve SEA)
NAPLAN Year 5 Writing, most ATSI students achieved band (just in SEA) or above (2 x student scored below NMS)
NAPLAN Year 5 Spelling, most ATSI students achieved band (just in SEA) or above (2 x students scored below NMS)
NAPLAN Year 5 Grammar & punctuation, all ATSI students achieved band (just in SEA) or above

School performance comment

NAPLAN results continue to increase across all areas compared to the 2021 results. The 2022 cohort was a much smaller cohort of students than 2021 and there were a number of students who were exempt from participating in the testing.
Our year 3 data shows a significant improvement from the year before, 2021 Year 3 Reading - at or above SEA 76%, 2022 Year 3 Reading - at or above SEA 80%.
Our year 3 data shows a significant improvement from the year before, 2021 Year 3 Numeracy - at or above SEA 61%, 2022 Year 3 Numeracy - at or above SEA 80%.

Our year 5 data shows a significant improvement from the year before, 2021 Year 5 Reading - at or above SEA 55%, 2022 Year 5 Reading - at or above SEA 80%.
Our year 5 data shows a significant improvement from the year before, 2021 Year 3 Numeracy - at or above SEA 52%, 2022 Year 5 Numeracy- at or above SEA 71%.

As a staff we continue to identify areas of school improvement and document this cycle in our Site Improvement Plan.

Attendance

Year level	2019	2020	2021	2022
Reception	79.3%	80.4%	84.3%	80.5%
Year 1	82.9%	75.4%	88.1%	79.0%
Year 2	84.6%	77.3%	87.2%	79.4%
Year 3	84.5%	78.9%	88.8%	84.3%
Year 4	83.4%	74.0%	86.9%	80.0%
Year 5	88.1%	80.7%	84.1%	82.2%
Year 6	87.6%	84.6%	89.7%	82.3%
Year 7	86.3%	80.7%	89.5%	N/A
Primary Other	85.1%	81.8%	87.7%	87.6%
Total	84.8%	79.6%	87.4%	82.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

We continue to focus on strategies to support all students who have poor attendance (i.e. chronic and habitual)
This has resulted in our attendance rate maintaining from 2021 to 2022. Further support will be explored in 2023 e.g. having an ACEO 30 hours week and establishing an Aboriginal Education space for community engagement.

Behaviour support comment

The school continues to have a whole school approach to supporting students to make positive decisions in relation to their behaviour choices. This is supported by the work of the Play is the Way program.
Our audit conducted with all R-6 students indicated that 75% of our JP students feel safe in their classroom, 59% feel safe in the yard (This was a decrease from 2021 where 84% felt safe in their classroom and 64 % felt safe in the yard). The students in the Primary years indicated that 60% of them felt safe at school, 95% have a friend at school and 45% indicated there was some bullying. (This was a change from 2021, where 55% felt safe at school, 96% had a friend at school and 39% indicated there was some bullying).

Parent opinion survey summary

Parent opinion survey summary
37 parents participated in the survey from an enrolment of 263 students.
Parents were asked to respond to 17 questions.
The highest rated areas in our school were:
93% agree that "I feel like my child/children is important to the school", 2021 was 94%
97% agree that "Teachers and students treat each other with respect at the school' up from 91% in 2021
93% agree that "People respect each other at this school" up from 90% in 2021
96% agree that "Education is important at this school" up from 87% in 2021

These results reinforce that Pennington School R-6 is viewed positively by a large percentage of the school community

An area for further investigation by the school is exploring more effective ways of providing parents and families with timely information about student learning. We began exploring Seesaw platform in term 4 2022.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	15	33.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	29	64.4%
VI - LEFT SA FOR VIC	1	2.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All information pertaining to screening checks is managed by an Administration Officer who supports all members of the school community to ensure all processes are completed and all requirements are updated in a timely manner.
The Administration Officer monitors all visitors and contractors who attend the site and liaises frequently with the Principal to discuss any issues that may arise from this process.
Staff and other persons without a relevant screening are not permitted to enter or work at the site.

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	32
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	21.3	0.6	9.4
Persons	0	22	1	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$4,403,914
Grants: Commonwealth	$11,100
Parent Contributions	$77,165
Fund Raising	$1,408
Other	$4,018

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

2022 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 2022 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	Funding was used to provide a variety of supports e.g. what's the buzz and student mentoring	Improved attendance for targeted students and a reduction in out of class learning time
	Improved outcomes for students with an additional language or dialect	All EALD students who were identified for additional support received both teacher/SSO support (in the area of Literacy) as identified in their personalised learning plans	72% of all EALD learners displayed 12 months growth in their LEAP levels
	Inclusive Education Support Program	Due to a lack of IESP funding in 2022 there was limited support given for students who required more than QDTP adjustments (i.e. supplementary-extensive)	Due to the low numbers of students who received support it is difficult to assess the success of this program.
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	Additional SSO support was funded to provide individual intervention and support for identified students. APAS funds were used to support ATSI students in years 1-4 in Reading via the AET.	In year 3 NAPLAN 100% of all ATSI students were at or above SEA
Program funding for all students	Australian Curriculum	Support was provided for teacher professional learning and release time to develop differentiated learning experiences to enable students to set goals and targets, leading to improvement	NAPLAN Year 3 & 5 overall improvement in students achieving SEA or higher.
Other discretionary funding	Aboriginal languages programs Initiatives	na	na
	Better schools funding	In 2022 this funding was used to increase the FTE of the AET and EALD teacher to provide further support for identified students and to build teacher capacity in providing differentiated practices.	Further refinement of Reading and Writing agreement.
	Specialist school reporting (as required)	na	na
	Improved outcomes for gifted students	na	na