



Roseworthy Primary School

2022 annual report to the community

Roseworthy Primary School Number: 387

Partnership: Goyder & Light

Signature

School principal:

Mr Liam Whitwell

Governing council chair:

Jaclyn Knott

Date of endorsement:

16 March 2023



Government
of South Australia
Department for Education

Context and highlights

At Roseworthy Primary School we aim to foster the development of each student's academic, personal and social capabilities. We recognise that the school is a setting which significantly influences the development of students. Roseworthy Primary School's motto is 'Together we learn, together we grow'. The school's values are Respect, Responsibility, Honesty and Excellence and these are discussed and referred to regularly throughout the school year. As a result of significant enrolment pressure, with the support of the Governing Council, Roseworthy Primary School was zoned in 2013. This was done to ensure local enrolments were supported in having access to their local school. Our vision is that our students are life-long learners who are positively driven to influence our community in a global context. Our mission is to develop flexible, high quality programmes to maximise students' learning potential. Our guiding principles for learning, reflected in our Site Improvement Plan, are child centred; evidence based; growth mindset; explicit teaching; high expectations and professional growth. In 2022 our school priorities were: English - Vocabulary; English - Reading; Mathematics - Number Sense and Problem Solving. These priorities were supported throughout the year with regular professional development sessions at staff meetings, PLC work and pupil free days based around explicit instruction and moderation in these areas.

In 2022 highlights at Roseworthy Primary School included: Colour Fun Run, Book Week; Sports Day which was won by Arnold and the coveted Team Spirit trophy was won by Gartrell, 100% completion of the Premier's Reading Challenge, our annual School Concert, community breakfasts, new playground equipment installed, Harmony Day celebrations, Walk Safely to School and was able to secure before school OSHC for 2023. As a school we again implemented intervention programmes and the Literacy First and Numeracy First extension groups. There was an observable impact of these programmes.

Governing council report

2022 has once again proven to be another successful year at Roseworthy Primary School despite a rocky start due to heightened COVID restrictions.

The entire staff at RPS have once again worked tirelessly, providing an amazing level of commitment and dedication to our students, continuing to deliver a high level of education across the school.

Although the year started with home schooling, we were grateful to see restrictions ease, with a significant number of events being able to continue this year. Some of the highlights were sports day, the much loved fun run and of course the town favourite, end of year concert. All of these events required a great deal of planning and we thank staff and volunteers for their efforts.

It has been a pleasure to be a part of the Governing Council this year and look forward to hearing of the school's continued greatness and future success.

Quality improvement planning

Vocabulary: In 2022 teaching staff continued to develop & extend students through explicit teaching of Tier 1, 2 & 3 vocabulary in Spelling, Writing & Reading lessons. Professional development in the 7 Steps to Writing Success continued with a focus on consolidating the work previously done in Sizzling Starts, Tightening Tension, Show Don't Tell, Ban the Boring & Ending with Impact. Teaching staff focused on explicitly teaching the planning & editing process to create more detailed & accurate texts. Work samples were moderated using the NAPLAN marking criteria in Years 2-6 and using Literacy Progressions in Years R-1. The site target of maintaining/increasing the percentage of years 3 & 5 scoring a 3 or more in vocabulary was achieved with both cohorts demonstrating growth (22% Yr 3, 60% Yr 5). Analysis of NAPLAN work samples also demonstrated growth in ideas and audience which was reflective of the 3 year implementation of the 7 Steps. Through the review process it was decided that vocabulary would continue to be a site priority in 2023. Students will be extended to increase their usage of tier two words in their written pieces and use emotive vocabulary to create a mood. We will also have a continued focus on figurative language as this focus will support students to express greater precision of meaning in writing. There will also be a focus on self and teacher feedback strategies in writing to support students to move their learning forward.

Reading: Staff established a common approach to Literary Appreciation (LA) across R-6 through explicitly teaching the Five Attributes of Imaginative & the Seven Elements of Narratives. Professional development focused on using data to inform planning and ensure all levels of learner were challenged & extended in reading. The Literacy Coordinator supported staff in planning Literary Appreciation units of work which included offering Literacy First. This strategy allowed teaching staff to be more targeted in their planning and provide strong differentiation towards developing reading comprehension skills and fluency.

Targeted Reading Intervention programmes continued in 2022. These included: PreLit (Rec), MiniLit (Yr 1), MacqLit (yr 2 -5) and students working with these programmes continued to experience significant growth. We successfully achieved our NAPLAN Reading goal of maintaining or increasing the amount of students in the high bands (yr 3s 74.1%, yr 5s 65%) and 59% of yr 1 students achieved the Phonics Check. Whole site analysis of reading data concluded that embedding Mental Actions, Cars & Stars & LA will be a priority in 2023. Whole site frequent tracking and monitoring processes will be the focus of professional development over the next 12 months.

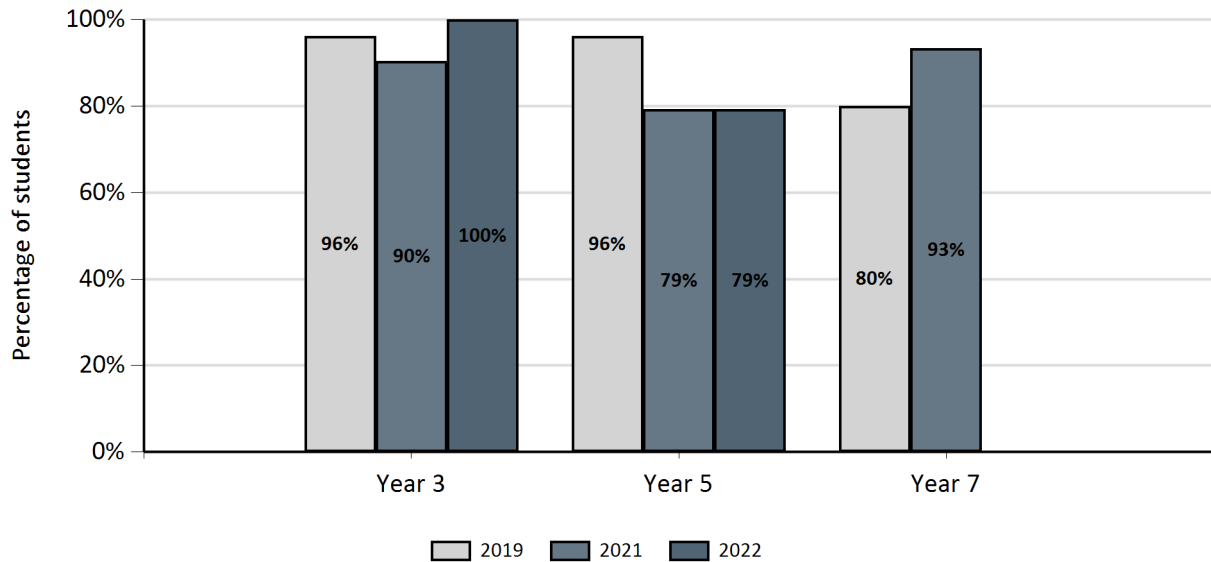
Number Sense: Staff were committed to explicitly teaching number sense & problem solving strategies across R-6 through maths programmes. Professional development & PLC sessions were focused on the explicit teaching of problem solving processes & strategies and using the Numeracy Progressions to differentiate learning & provide stretch for all learners. Problem solving strategies and processes implemented were CUBES, Trial and Improvement, Working Systematically, Pattern Spotting, Working Backwards & Logical Reasoning. Teachers across R-6 created Classroom Maps to map the different achievement levels of students and provided explicit strategies towards differentiating learning to create stretch for all levels of learner. We identified 'focus students' to track for a term & in PLCs checked in with what worked, how we knew they had progressed and shared effective teaching & learning strategies. We then set new 'focus students' for the next term. Classes were supported by the Numeracy Coordinator to implement problem solving processes and strategies. The Numeracy Coordinator used a gradual release approach with teachers to teach problem solving and also a smaller student to educator ratio, allowing for greater differentiation of learning tasks, more effective assessment of problem solving skills and more targeted questioning to stretch students at all levels. Intervention programmes were again in place: M4LI (Yr 1-3), QuickSmart (Yr 4-6), Numeracy First QuickSmart (Yr 4 extension) & students working within these programmes continued to experience significant growth. We successfully achieved our target to maintain or improve the percentage of students achieving the High Bands in NAPLAN Numeracy, based on Historic Baseline Average range in Year 3 (41%) and Year 5 (32%). Through the review process of analysis of NAPLAN Numeracy results and PAT M results, Number Sense will remain on our SIP for 2023. Our focus will be on building on our consistent problem solving vocabulary, explicitly teaching the problem solving strategies of Visualising & Generalising establishing effective self & teacher feedback strategies in Numeracy across R-6 and re-financing our tracking and monitoring processes for all students.

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

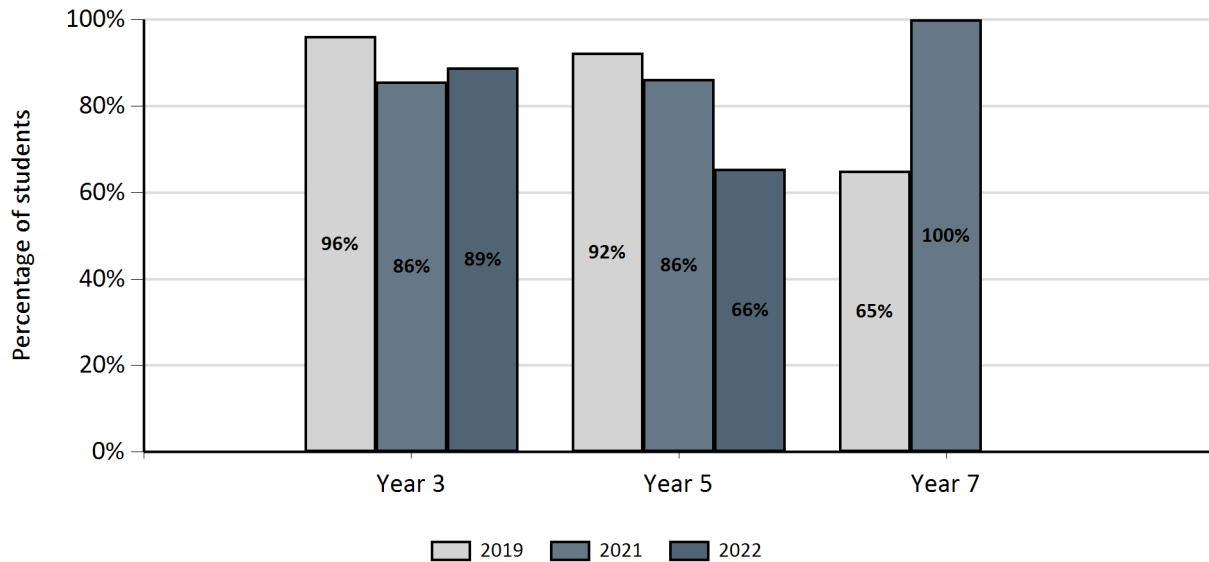


*NOTE: No NAPLAN testing was conducted in 2020.

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	27	27	20	12	74%	44%
Year 03 2021-2022 Average	24.0	24.0	17.0	9.0	71%	38%
Year 05 2022	29	29	17	9	59%	31%
Year 05 2021-2022 Average	29.0	29.0	13.0	6.0	45%	21%
Year 07 2021-2022 Average	15.0	16.0	5.0	6.0	33%	38%

*NOTE: No NAPLAN testing was conducted in 2020.

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

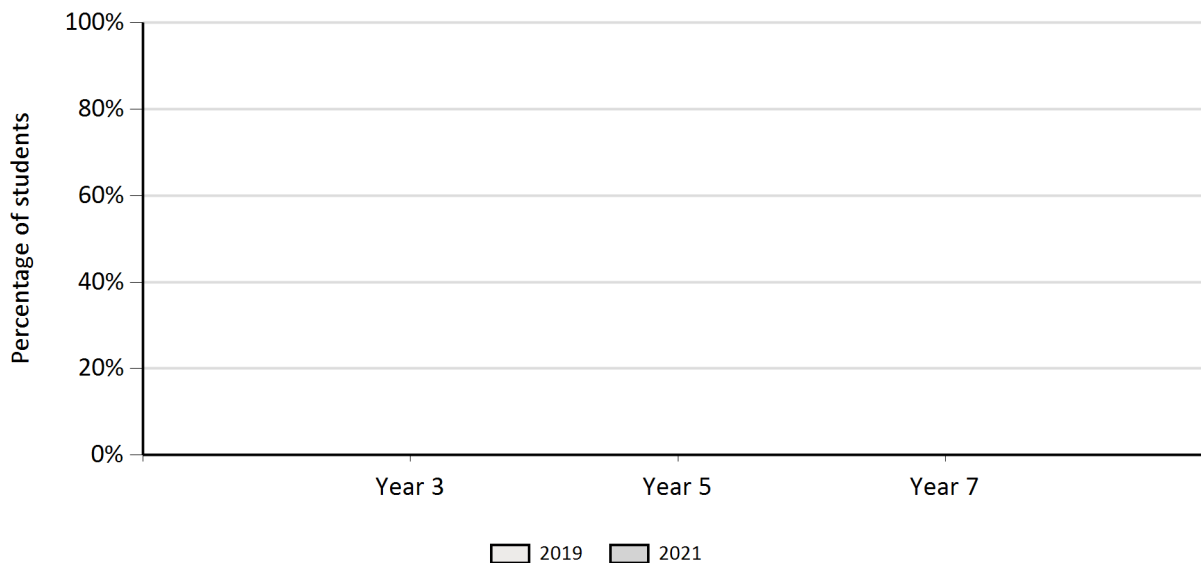
[^]includes absent and withdrawn students.

*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



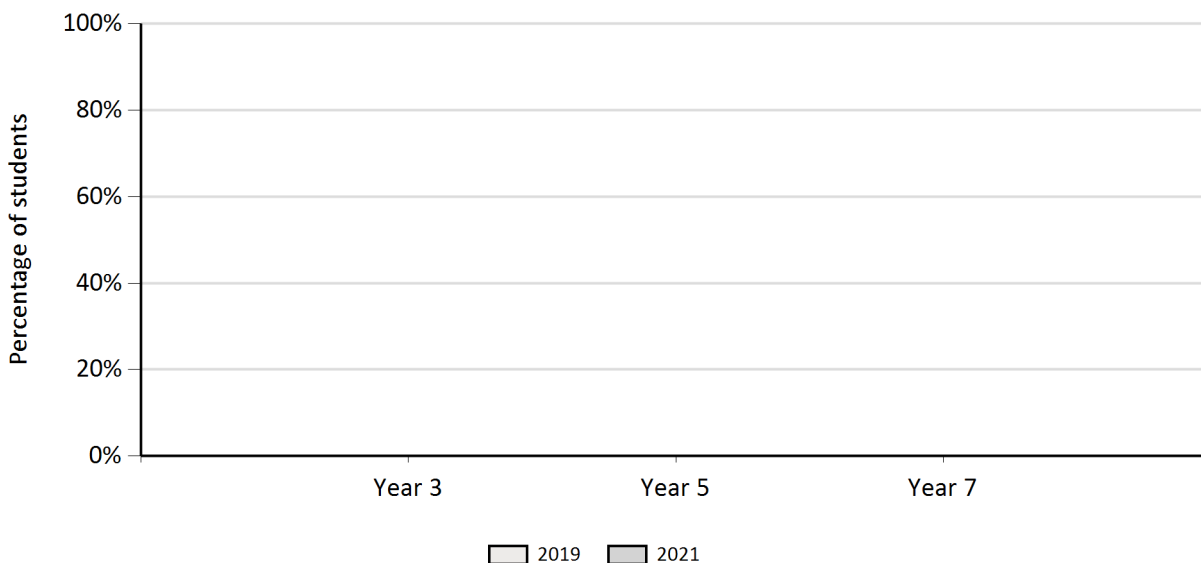
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

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 2021-2021 Average	*	*	*	*	*	*
Year 07 2021-2021 Average	*	*	*	*	*	*

*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: Engaging Families

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

Roseworthy Primary School continued to implement an Aboriginal learner tracking and monitoring group. This was led by the Principal every 5 weeks. All teachers that taught our Aboriginal students were expected to bring with them data, interventions, extension and progress notes for the student/s they taught. discussion about their progress and next steps were had and then actions documents to be looked at in our next meeting for each individual student. In 2022 this was done primarily online but the group still ensured that all students were continuously tracked and monitored. Engaging Families was not as successful as we wanted mainly due to COVID restrictions. in 2023 we plan to implement many strategies that we had planned in 2022.

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

All students improved over the 2022 school year. Unfortunately some students fell just short in some DfE and RPS benchmarks (RPS higher then DfE). Progress was tracked for individual students and it was clear that students made one or more years progress during the school year. Many intervention programs were implemented for various learning areas. The growth through these programs was very evident and positive.

School performance comment

2022 Highlights and Analysis

Running Records

75% of R-2 students achieved DfE Benchmarks with:

Year 1 - 76% (22 out of 29) of Year 1s demonstrated expected achievement

Year 2 - 88% (21 out of 24) of Year 2s demonstrated expected achievement

Year 1 Phonics Screening

68% (19 out of 28) students demonstrated expected achievement

(The students who demonstrated below expected achievement are participating in relevant intervention)

NAPLAN

Reading results, as measured by NAPLAN, indicate that:

100% of Year 3 students (improved result) achieved DfE SEA and is a sustained performance based on historic baseline average (HBA);

88% of Year 5 students achieved DfE SEA and is a sustained performance based on HBA;

Higher Band Achievement in Reading:

Year 3 -74.1% which is a high performance based on HBA of 46-55%;

Year 5 - 65 % which is a high performance based on HBA of 26-30%;

Higher Band Retention in Reading: This was not possible to record in 2022 as it was both the year 3 and 5's first NAPLAN attempt.

Numeracy results, as measured by NAPLAN, indicate that:

89% of Year 3 students achieved DfE SEA and is a high performance based on HBA of 80-86%;

73% of Year 5 students achieved DfE SEA and is a sustained performance based on HBA of 77-86%;

Higher Band Achievement in Numeracy:

Year 3 - 41% which is a high performance based on HBA of 27-37%;

Year 5 - 36% which is a high performance based on HBA of 17-25%;

Higher Band Retention in Numeracy: This was not possible to record in 2022 as it was both the year 3 and 5's first NAPLAN attempt.

Attendance

Year level	2019	2020	2021	2022
Reception	94.3%	90.7%	93.7%	89.8%
Year 1	91.9%	94.4%	92.5%	89.9%
Year 2	94.2%	93.1%	94.3%	91.3%
Year 3	92.2%	95.6%	93.7%	91.5%
Year 4	90.8%	91.6%	92.9%	88.9%
Year 5	92.0%	93.0%	91.9%	88.8%
Year 6	91.4%	90.4%	89.9%	88.2%
Year 7	87.7%	89.3%	86.2%	N/A
Total	92.0%	92.4%	92.2%	89.7%

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

Attendance comment

In 2022 our attendance was 89.7% meaning we missed our target of 95%. With COVID being the major reason for this. All parents and staff did the right thing and stayed away when they had signs and symptoms. Students with low patterns of attendance were managed via regular communication with families. Many health issues led to students falling into the chronic non-attenders category but regular communication was continued with these families and work completed from home. All students representing the 11% of the total school population were contacted regularly regarding improving attendance. The majority of families include students with complex needs and disabilities who, in order to attend specialist appointments to support their children, have lower than expected attendance rates

Behaviour support comment

Student behaviour continued to be approached in a proactive way. Codes of Cooperation were consistent and supported resolving and responding to harassment or behavioural issues through restorative practices. This proactive approach allowed students to reflect on choices and make collaborative decisions with peers, families and staff about ways to move forward. Behaviour and harassment data was shared with Governing Council and staff. The results for 2022 showed a slight decrease from 2021 and 2020 in both Behaviour and Harassment and Bullying Data. The 2022 data is a sustained result based on the historical average from 2018 and 2021. Throughout 2022 our behaviour management processes were reviewed and forms/ processes and policy were adapted to make the process more streamlined

Parent opinion survey summary

Overall the Parent opinion survey was very positive with parents mostly agreeing or strongly agreeing (over 70% for all questions). Numerous areas were improved on compared to 2021 including parents believing their students are encouraged to help their learning, Education is important, receives useful feedback and has useful discussions. Parents overwhelmingly believe that students and teachers respect each other, that their child is important to the school, know what standard of work expected, the school provides useful feedback and that the schools encourages parents to help their child learn. Although there were not any questions that had more than 10% in the "disagree" or "strongly disagree" section there were two major areas I feel we need to improve on due to a higher percentage of answers that were 'neither agree or disagree'. These areas are: providing useful tips on how parents can help their child learn at home; and providing communication in an effective way. We have started to look at these areas for 2023 Overall though the feedback from parents was very positive but we have already put steps in place to maintain and even increase this standard in 2023 and beyond

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	75.0%

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 DfE staff, volunteers and contractors (requiring a Working with Children check and RRHAN-EC training) met the relevant screening criteria. COVID-19 has significantly impacted volunteer numbers this year however however we continued to monitor screening status in a cyclic manner to ensure that no person wishing to support students learning or the school were restricted.

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	19
Post Graduate Qualifications	1

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	12.6	0.0	8.6
Persons	0	15	0	15

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

Financial statement

Funding Source	Amount
Grants: State	\$194,205
Grants: Commonwealth	\$2,700
Parent Contributions	\$65,304
Fund Raising	\$23,093
Other	\$11,955

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	The 0.2 funding was used to support a teaching position with a focus on Student Well-Being.	Positive results in Students Well-Being and Engagement survey.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	This funding was targeted for Wave 2 and 3 intervention in the areas outlined in individual student One-Plans. These goals included Literacy, Numeracy and Social Development, especially for those new to the school that an action plan and funding needed to be sourced.	Students made progress in line with their individual One Plan SMARTAR goals as well as adapting to a schooling setting.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Students were supported through identified Literacy and Numeracy intervention as required in their One Plan.</p> <p>Students were supported through identified Literacy and Numeracy wave 2 intervention if identified through tracking and monitoring processes at RPS.</p>	Students made progress in line with their One Plan SMARTAR Literacy and Numeracy goals. Students identified for interventions showed significant growth.
Program funding for all students	Australian Curriculum	A focus in 2022 was moderation of learning across all areas, with a focus on Writing and Mathematics, to ensure that students had opportunities to achieve higher grades through learning and assessment tasks. We also investigated the literacy and numeracy progressions and this enabled our R-2 students to be tracked and monitored and informed our teachers of the next steps to ensure all students have success against the SEA.	All staff are continuously tracking and monitoring students throughout their classes and then this is validated through moderation in PLC's. Moderation has now been modified to include the progressions of learning so our JP teachers can moderate writing and numeracy more consistently. Introduction of Heggerty has helped monitor literacy even further.
	Aboriginal languages programs Initiatives	Students were supported through identified Literacy and Numeracy intervention as programs as required in their One Plan. Continual tracking and monitoring as per RPS policy were followed. Funding was used to also implement a speech program for a student that required this.	Progress of all Aboriginal students was continually tracked and monitored. All students made one years growth over the 2022 school year; some made significantly more than this. All One plan goals were revised, and most were achieved or significant steps towards doing so,

Other discretionary funding	Better schools funding	Better schools funding was used to implement multiple Literacy and Numeracy intervention programs. The funding was to secure quality intervention SSO's and train more in this area.	Progress of all students in these programs was significant as a result of their participation.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA