



Springton Primary School

2022 annual report to the community

Springton Primary School Number: 408

Partnership: Torrens Valley

Signature

School principal:

Mrs Karen Post

Governing council chair:

Kelly Rice

Date of endorsement:

9 February 2023



Government
of South Australia
Department for Education

Context and highlights

Springton Primary School is a small school which is located on the edge of the Barossa Valley. The staff are committed to working collaboratively with the community to achieve the best possible learning outcomes for all students. All our staff have a strong knowledge and understanding of each student's strengths and next steps in learning. All students are supported and challenged to grow socially, emotionally and academically.

The school year began with 13 students - one student left during the year due to parent working situation. It was our first year of being one class which was a big change for the school. The staff created new flexible learning spaces and environment during the Christmas holidays. There was a level of uncertainty from the community about how the school would function with one class. The dedication shown by the teachers and SSO's to provide the students with a quality curriculum and varied learning opportunities alleviated the concern of the school community.

Unfortunately, COVID struck again at the beginning of the year with some students learning from home and other students at school. A TRT was employed to support the class teacher with the face to face and online learning. The families again demonstrated amazing support for their children and the school during this interesting time. In week 2 of the first term, we were able to welcome all students back onsite and that was fantastic.

Increased student agency was a focus throughout the year. Once a week whole school meetings were held where the students made decisions about the school and were able to voice their thoughts and concerns about their learning.

Easing of restrictions throughout the year allowed us to resume business as usual in regard to events. highlights included:

- 2 night Illawonga camp with Mt Pleasant Primary School.
- water safety program at the Rex
- gatherings, cooking and gardening twice a term
- small schools sports day
- tri skills gymnastics program
- fundraising to pay for camp

Throughout the year staff connected with Mt Pleasant Primary School to participate in professional learning during shared staff meetings and Pupil Free Days. This is a connection that will continue in 2023.

Governing council report

I'd like to start by saying a huge thank you to the amazing staff for making 2022 a really enjoyable year. The thought, care and effort put in by Karen, Petrina and staff does not go unnoticed and is very much appreciated.

No-one really knew what to expect heading in to the year as just the one class. However, it was obvious from day one, the amount of time and planning that had gone in, to ensure it was going to be a really positive experience for everyone.

And that is one of the main things the Governing Council will focus on in 2023 - actively promoting the school and highlighting the many advantages of being such a small group.

The school website is being updated, new brochures have been printed and we are working on getting the school's social media up and running.

Early next year the school will be holding an Open Morning and we also plan to be involved in the Mount Pleasant Show in March. Lots of energy is also going into creating a really fun and welcoming Playgroup.

We are looking forward to showing the community that Springton Primary School is thriving and planning for the future.

Quality improvement planning

School planning for 2022 was guided by our Partnership plan and informed by site analysis of a range of internal and external performance measures, including Progressive Assessment Test (PAT) in Comprehension and Mathematics and NAPLAN. The improvement planning process included using the DfE's (Department for Education) planning template. The planning template supported to clearly capture site goals, targets, and the actions that would be undertaken to achieve them.

Goal 1 - All students will achieve at standard or above in reading.

Classroom support was provided by the Principal and an SSO to provide targeted teaching during the literacy session. All students were involved in the Heggarty Phonological Awareness Program daily. Daily literacy routines were established and maintained throughout the year. The SPELD Reception Term checks were introduced to track and monitor the Reception students. DIBELS was introduced as a way of assessing the acquisition of early literacy skills and being able to track and monitor the progress of all students. Individual data folders were created to ensure a central place for all student data that was accessible by all to assist in tracking and monitoring. Regular review of student data and progress towards the improvement goals and targets indicated the need to maintain improvement in reading as a focus for 2023. Within this reading focus will be actions around developing dialogic talk within the classroom and development of vocabulary.

Goal 2 - Students will be able to fluently apply number and algebra knowledge to reasoning and problem-solving tasks in mathematics that ensure they achieve at standard or above in mathematics.

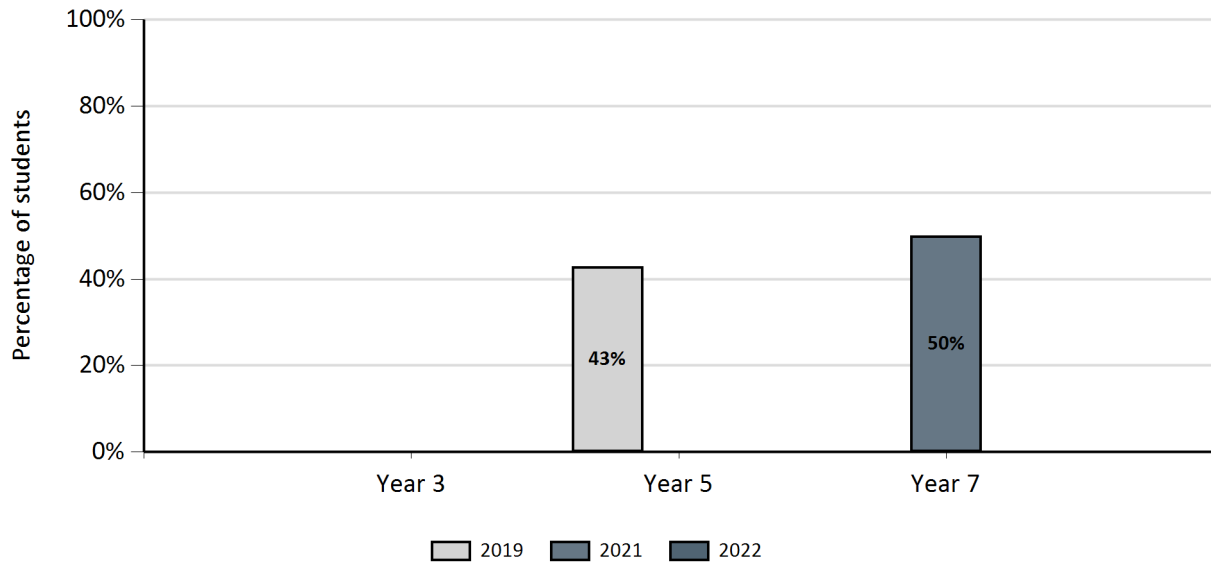
Classroom support was provided by the Principal and an SSO to provide targeted teaching and intervention during Numeracy learning. One of the actions for this goal involved the classroom teacher and Principal attending ORBIS 3-5 Mathematics professional learning. Due to COVBID this professional learning did not occur. Routines for numeracy learning were established and maintained throughout the year. Numeracy talks at the beginning of each learning session were established at targeted at the learning levels of students. Mathematics and Numeracy will remain a focus in 2023. The classroom teacher will attend ORBIS R-2 with a colleague from another site so that they are able to collaborate on best practice in the classroom.

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

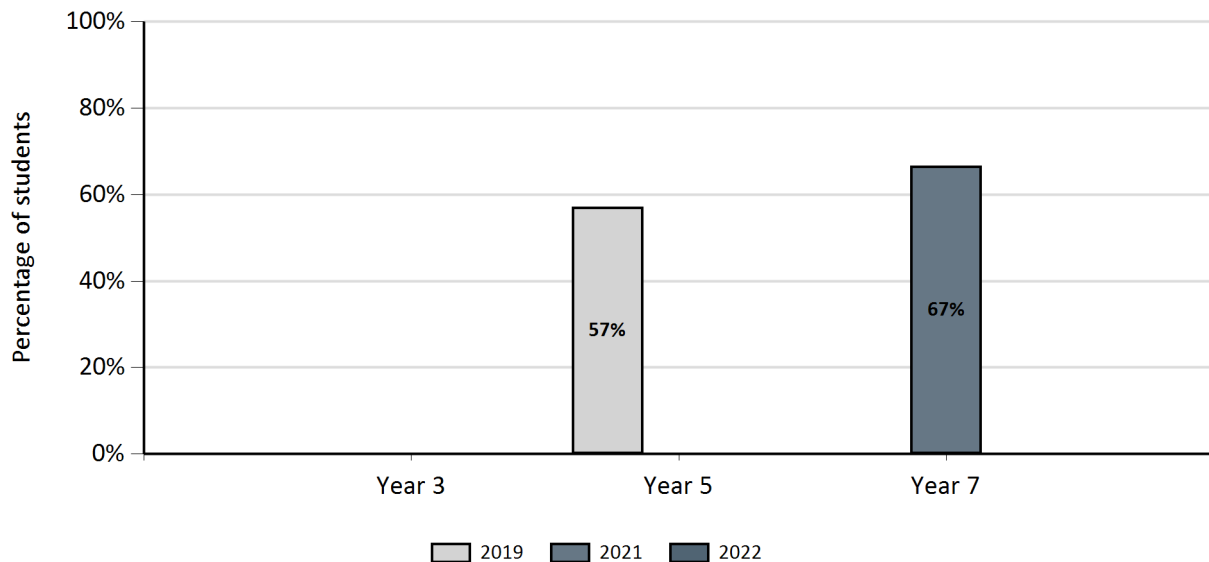


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	6.0	6.0	0.0	1.0	0%	17%

*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: Data Informed Planning

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

Targeted small group phonological awareness program delivered daily. A consistent and targeted approach to the delivery of phonics and teaching of reading. Agreed learning goals developed with the students and communicated with the family.

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

Increase in 13 reading levels for individual student. Improved fluency and comprehension of texts. PAT R data indicating improvement in ability to interpret explicit information in texts. General confidence to attempt more complex texts and discuss her thinking during learning tasks.

School performance comment

NAPLAN

As a school that has fewer than 20 students eligible to complete NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

PATR & PATM (year 1-6)

As with NAPLAN low numbers impact overall percentages of achievement and vary from year to year. This year we had less students complete the PAT tests than previous years. It can be noted that all students have achieved good growth since 2021. Teachers analyses each students results to plan for the individual needs of all students and support with goal setting.

PATR data provides information regarding Interpreting Explicit Information, Interpreting by Making Inferences, Reflecting on Texts and Retrieving Directly Stated Information. Our data clearly shows there is a strength for all students in Interpreting Explicit Information and Retrieving Directly Stated Information.

Running Records

All students made pleasing growth throughout the year.

Phonics screening

This year we did not have any students complete the Phonics Screening Check. Student who was not at benchmark in year 1 has now achieved the benchmark.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

All reception students increased their LNF (Letter Name Fluency).

All Reception students increased their WRF (Word Recognition Fluency)

All Year 2 increased their ORF (Oral Reading Fluency)

All Year 2 increased their WRF (Word Recognition Fluency)

Year 3 increased ORF (Oral Reading Fluency)

Year 5 increased ORF (Oral Reading Fluency)

Attendance

Year level	2019	2020	2021	2022
Reception	79.6%	82.5%	65.1%	93.3%
Year 1	75.4%	82.1%	87.4%	100.0%
Year 2	82.7%	93.8%	86.3%	85.3%
Year 3	88.4%	76.4%	95.7%	92.0%
Year 4	91.1%	83.2%	84.4%	92.0%
Year 5	84.4%	84.0%	85.7%	89.0%
Year 6	89.7%	87.8%	88.2%	90.0%
Year 7	92.9%	94.0%	85.2%	N/A
Total	86.2%	85.5%	85.9%	89.8%

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

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

Attendance comment

It is very pleasing to show that the attendance data has shown there has been an increase compared to the 2021 by almost 4%. The small cohort size in each year level impacts the data so it is not possible to track individual year levels. Contact with families is made by 9.30am each morning for unexplained absences. Attendance information is communicated to families through the school communication platform. Conversations are held with families when there are concerns by the school regarding their child/rens attendance.

Behaviour support comment

There are very few incidents involving bullying, harassment and violence due to the strong relationships between students, families and staff. However, like all school, we need to continue to be vigilant and proactive in monitoring bullying and promoting strong supportive relationships. This year the school is implementing Positive Behaviour for Learning (PBL). PBL is an evidence-based framework that supports equity and improved learning outcomes for all students. The focus is on teaching behavioural skills through explicit instruction. Through this approach, PBL is both preventative and responsive to the needs of children and young people.

Parent opinion survey summary

There are 8 families at Springton Primary School and 3 of those families responded to the parent engagement survey. The different aspects of the survey are school climate, communication, learning at school and learning at home. Parent responses in each of these areas was very positive and supportive of how the school is supporting their child's learning.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	50.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	50.0%

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

The school follows DfE requirements for WWCC clearances for staff, volunteers and other persons interacting with students. All staff, Governing Council members and volunteers are compliant. We have processes in place for sighting and recording clearance information to ensure 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	7
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	3.6	0.7	1.8
Persons	0	4	1	3

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

Financial statement

Funding Source	Amount
Grants: State	\$560,715
Grants: Commonwealth	\$3,000
Parent Contributions	\$5,461
Fund Raising	\$1,902
Other	\$366

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	Interception continued to be implemented with all students by teachers and support staff. Employment of PSW and SSO to support food programs at the school. Principal supporting in class to promote Positive Behaviour for Learning and increase Student Agency.	Increased engagement by the students in their learning. An increase in attendance by disengaged students. Students beginning to understand when to self-regulate and connect back in with their learning. Increased student participation in the decision making for the school community.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Specific and targeted programs provided for students to allow access to the curriculum. Teacher released to participate in professional learning of best practice to support students and apply new learning in the classroom. Regular communication and check in with families to share strategies to support student learning and increase parent participation.	Improved achievement and engagement as indicated by data. Families aware of student learning goals and where their child is at and next steps for learning.
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>	Reduction of the adult to student ratio by releasing the Principal and employing an SSO to be in the classroom during Literacy and Numeracy learning. Students able to be explicitly taught skills in a one-to-one situation.	Tracking and monitoring indicated growth for all students
Program funding for all students	Australian Curriculum	TRT funding was utilised to support teacher to engage with Curriculum Lead to further strengthen curriculum knowledge and support with planning and programming for an R-6 class.	Improved confidence in the classroom teacher to deliver a differentiated and rigorous curriculum for all students. All students receiving their entitlement to the Australian Curriculum.
	Aboriginal languages programs Initiatives	Principal and SSO support to focus on phonological awareness, phonics, decoding and fluency.	Increased oral reading fluency and enjoyment of reading. Improvement of 13 reading levels.
	Better schools funding	Principal release and SSO employed to support explicit teaching of Literacy and Numeracy.	Increased achievement in Phonological Awareness, phonics, reading fluency and engagement in mathematics.

Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA