



Tailem Bend Primary School

2022 annual report to the community

Tailem Bend Primary School Number: 424

Partnership: Murraylands

Signature

School principal:

Mr Travis Schenke

Governing council chair:

Mrs Shantelle Brumfield

Date of endorsement:

20 March 2023



Government
of South Australia
Department for Education

Context and highlights

We are extremely fortunate to have a group of hard-working staff (this includes all teachers, SSO's, admin, grounds, cleaners and bus drivers) often going above and beyond the call of duty to create positive learning opportunities for our students. The quality of staff and the potential we have for making a profound difference in the lives and the learning of the students at our school, continues to be a priority for all of us. Our school relies on staff who are not only very good at what they do, but understand that students learn best, when they are working in a safe, respectful, supportive and creative learning environment.

Congratulations and thank you to our schools Governing Council who have provided a significant amount of time and input towards our schools direction this year. We thank everyone for all the time, effort and consideration into a range of strategic directions that continue to benefit our whole community, in particular, our students.

To our parents – thank you for the time that you spend with your child to support with their learning at home – for those of you who do it – it doesn't go unnoticed and we all appreciate your support. You guys are the experts and know your child best – we are the professionals. If we can get experts and professionals working together, it can only mean amazing things.

We can all be proud of the hard work that has been put in by our entire school community to reflect our schools vision "To Be Positive and Successful".

I am extremely proud of what we have been able to achieve as a collective. I am looking forward to working with each and every one of you in a positive way in 2023!

Governing council report

2022 has been another positive year, where we have consolidated and continued to grow as a school community.

The ongoing agreement with oOh!media for the billboards on the gymnasium continues to give Governing Council \$10,000 per annum to invest in improving student learning outcomes throughout our school.

We are extremely fortunate to have such a fantastic group of volunteers who continue to support the learning of our students, fundraising to support ongoing priorities of the school, and to look after the physical aspect of our school.

Growing our school community, in student numbers and learning outcomes continues to be very important to Governing Council.

In 2022, we have continued to invest in learning outcomes, by increasing the amount of support targeted towards all students and employing additional SSO support in all classes. Additional support has allowed for us to maximise student learning and participation with smaller class sizes, but it has come at an additional, unfunded cost. Governing Council is to be congratulated on their careful decision making and financial management which has enabled us to fund this approach for the benefit of both students and teachers.

Our learning outcomes and positive classroom behaviour demonstrate that this investment is working and something that we should all be very proud of.

On behalf of the Governing Council I congratulate everyone on a successful 2022 and look forward to a positive and successful 2023.

Shantelle Brumfield
Chairperson, Tailem Bend Primary School Governing Council

Quality improvement planning

Goal 1-

Increase student achievement in reading from years Reception to Year 2

Challenge of practice-

If we embed a phonics instructional routine to teach phonics systematically and explicitly within the context of the big six, then then we will improve student achievement in reading Reception to Year 2.

2022 Target-

By the end of 2022, 65% of students in year 1 will achieve SEA in phonics testing. (ACHIEVED - 65%)

Key Actions implemented during 2022-

- All JP teachers have undertaken deep professional learning around phonics and the instructional routine
- All JP classes implementing daily explicit instruction based around the phonics instructional routine
- Development of key materials and resources to support teaching and learning of phonics
- Development of a site based 'phonics leader' to provide mentoring/coaching to all staff members (R-3) to build capacity around the successful implementation of the phonics Instructional Routine
- All students were able to demonstrate phonics/sound progress weekly tracking and monitoring processes

Goal 2-

Increase student achievement in mathematics from years 4 to 6

Challenge of practice-

If we explicitly teach number within the context of the Big Ideas in Number and the Australian Curriculum, then we will improve student achievement in numeracy from years 4 to 6.

2022 Target-

By the end 2022, 75% of students in year 4 will achieve SEA in PATM (ACHIEVED - 78%)

Key Actions implemented during 2022-

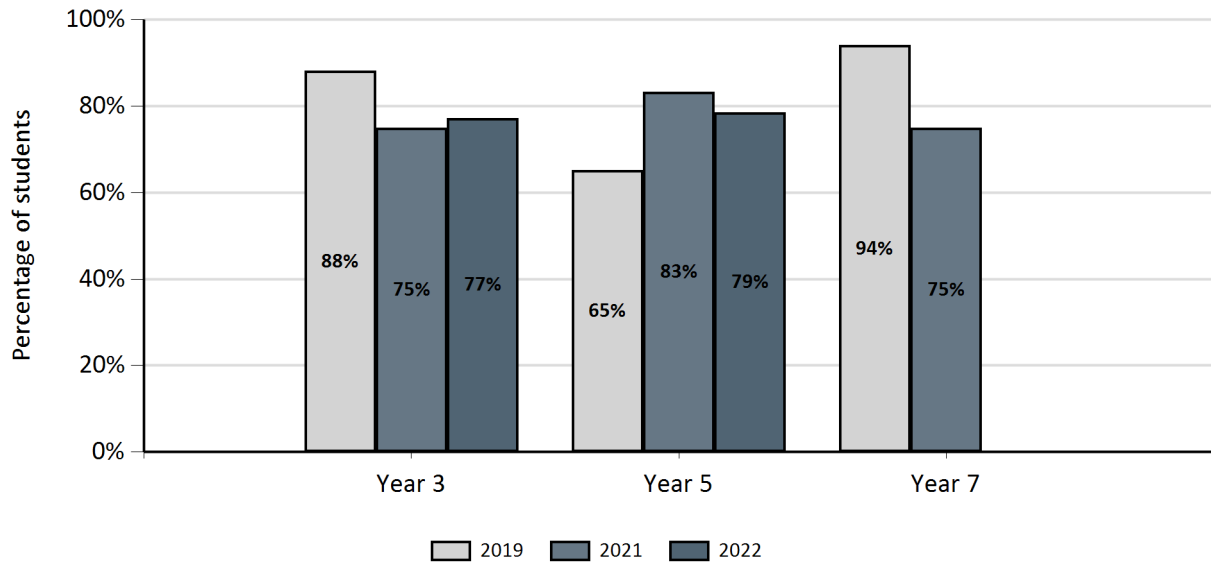
- All staff were trained using Big Ideas in number assessment tools
- All staff undertook professional learning regarding the teaching of number concepts and strategies
- All students (R-6) were tracked and monitored using Big Ideas in number assessment tools
- BliN intervention was allocated to students not meeting standard through regular tracking and monitoring
- Site based Numeracy leader was established to support teachers with successful implementation of BliN assessment
- "Guided Maths" strategy was developed and implemented in year 2/3 class with success (to be implemented across all classes in 2023)
- DfE units of work were implemented as a trial through all middle and upper primary classes (full implementation R-6 in 2023).

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

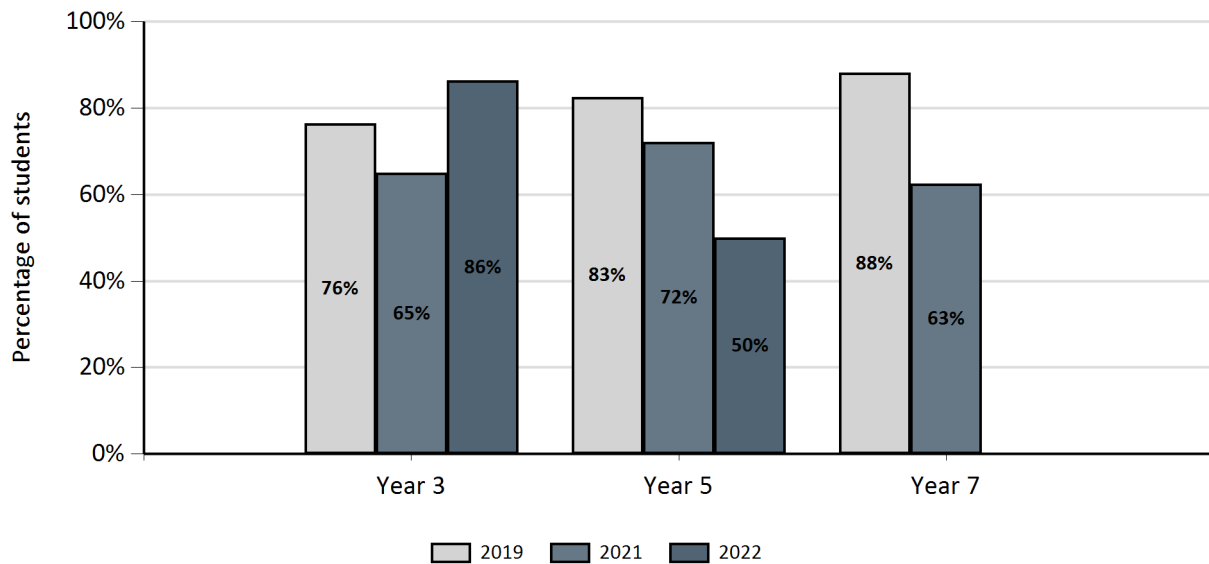


*NOTE: No NAPLAN testing was conducted in 2020.

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	22	22	12	7	55%	32%
Year 03 2021-2022 Average	21.0	21.0	9.5	5.5	45%	26%
Year 05 2022	14	14	3	0	21%	0%
Year 05 2021-2022 Average	16.0	16.0	4.0	1.5	25%	9%
Year 07 2021-2022 Average	24.0	24.0	3.0	3.0	13%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

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

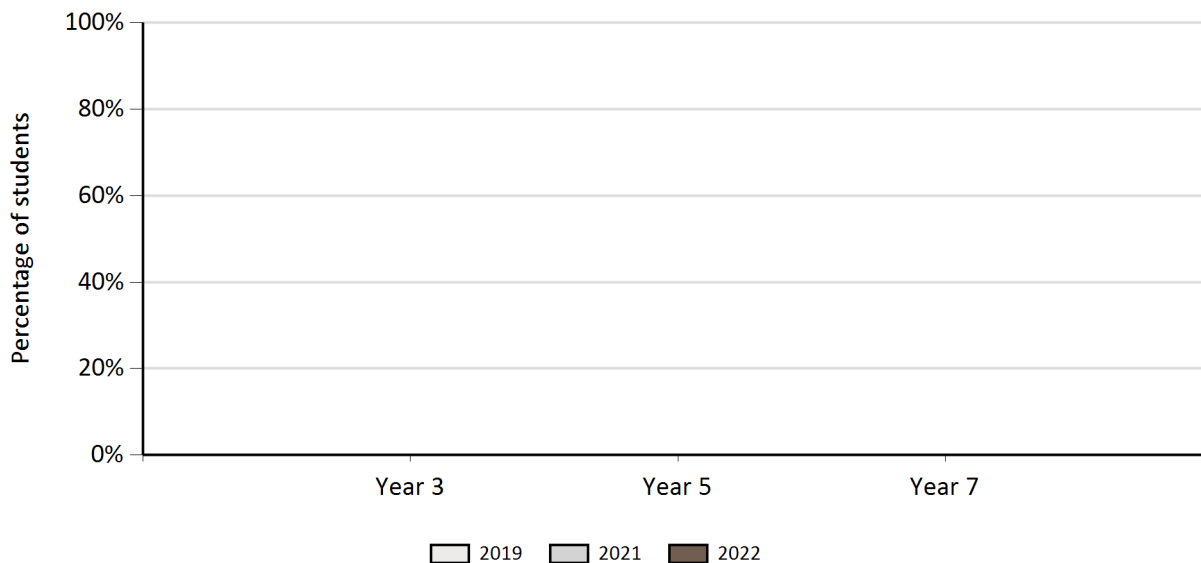
[^]includes absent and withdrawn students.

*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



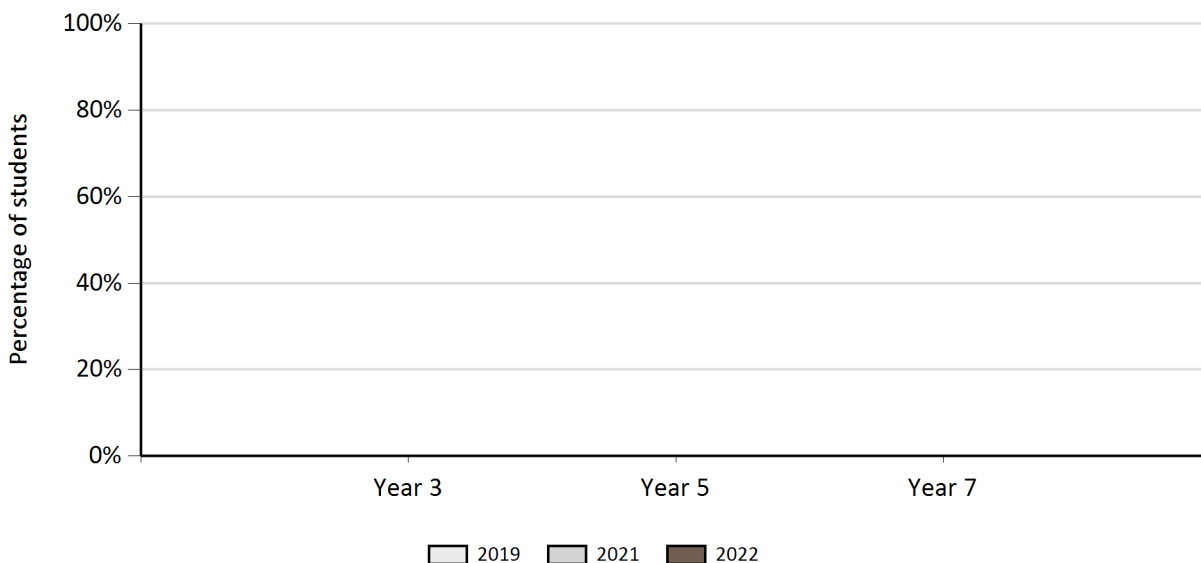
*NOTE: No NAPLAN testing was conducted in 2020.

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 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 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: Quality Teaching

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

High quality teaching and learning strategies and pedagogy with an emphasis differentiation, targeting our aboriginal learners has been a priority for all teachers, in all classes, across all curriculum areas. 2022 saw the implementation of new pedagogy through our Site Improvement Plan (reading and numeracy improvement), where we were able to track and monitor our Aboriginal learners, and implement accommodations to review the success of our quality teaching strategies. Aboriginal learners were at the forefront of all teaching and learning review cycles.

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

100% of our Aboriginal learners demonstrated progress through both literacy and numeracy outcomes during 2022. 100% of our year 3 and 5 students demonstrated SEA through NAPLAN testing, of which 50% of year 3 Aboriginal learners demonstrated achievement in higher bands in Reading.

School performance comment

Our year 3 NAPLAN data shows that there continues to be a positive trend with 78% of students achieving standard in reading and 86% in Numeracy. Of the 78% who achieved SEA in reading, 55% achieved in the "Higher Bands" (with another 23% close to achieving this result). Of the 86% of students who achieved SEA in Numeracy, 36% achieved in the Higher Bands (with another 45% "close" to achieving this result). These positive results with our year 3 cohort is a very clear indication of the successful early years program that is operating throughout the school.

Our year 5 NAPLAN data shows some mixed results. We had 77% of students achieved SEA in reading (22% in higher bands, another 7% close), while we only had 50% of students achieve SEA in Numeracy.

There is a clear correlation between PAT and NAPLAN data across all year levels which supports this analysis.

Commitment to a whole school focus on Phonics, with an emphasis on explicit instruction and the implementation of a daily instructional routine will continue to enforce the importance of laying a strong foundation for our early years students with reading.

Numeracy improvement, with a stronger focus on differentiation and guided instruction will be an area of focus within our Site Improvement Plan in 2023

Our special needs coordinated program, transition links and early intervention strategies are working to get students off to an excellent start. Regular data analysis in literacy and numeracy allows for teachers and leadership to target specific areas for development and to cater for whole school, classroom and individual needs. We continue to use this data and Australian Curriculum outcomes to plan for future directions in our curriculum delivery. Whole School Literacy and Numeracy Approaches will be reviewed and implemented in 2023.

We will continue to track and monitor each students growth, and will work hard and set high expectations for all students to achieve at their full potential, regardless of ability.

Attendance

Year level	2019	2020	2021	2022
Reception	93.7%	88.2%	94.2%	85.0%
Year 1	92.4%	84.7%	89.3%	91.1%
Year 2	93.3%	87.9%	94.0%	87.2%
Year 3	94.7%	86.3%	90.3%	88.7%
Year 4	93.8%	92.0%	91.1%	86.1%
Year 5	90.7%	87.9%	91.8%	84.3%
Year 6	91.7%	87.7%	92.6%	85.6%
Year 7	92.4%	87.6%	87.0%	N/A
Total	92.8%	87.6%	91.1%	86.9%

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

Attendance comment

2022 has seen a decrease with our overall attendance rate which had fallen to 86% (a decrease of 5% from 2021). One of the main reasons for this decline has been attributed to the "reopening" of the country following the COVID-19 pandemic. Many families had taken opportunities to travel for extended periods of time with approximately 10 exemptions for inter/intra state travel. We also had an increase in the number of students absent due to illness due to introduced requirements for students and families to stay at home for longer periods of time with cold and flu symptoms. We are looking forward to seeing our attendance rate increase in 2023.

Behaviour support comment

There continues to be a positive trend in our behaviour development data that shows that Behaviour continues to diminish across the school. We feel that this is due more to our strict adherence to high standards of behaviour and engagement in day to day learning. Inappropriate behaviour is dealt with fairly and in a timely manner.

The continued use of our behaviour "clip chart" has allowed for staff and students to continue to focus on the development of positive behaviours, rather than only reacting to negative behaviour.

In 2022 we had a total of 23 take-homes and suspensions which is a significant increase from previous years, however most of these incidents can be attributed to 2 students, both of which are being supported by the DfE behaviour coach.

Parent opinion survey summary

Our opinion survey data has indicated that Tailem Bend Primary School continues to be a place where our students, teachers and families are happy with the learning that is taking place. We will continue to use this data to make Tailem Bend Primary School an environment that our community feels they belong.

Parents Survey results.....

- People respect each other at school 96% strongly agree/agree
- I feel like my child is important to the school 96% strongly agree/agree
- teachers and students respect each other at this school - 96% strongly agree/agree
- I know what standard of work the school sets - 96% strongly agree/agree
- I have useful discussions with the school about my child's learning 96% strongly agree/agree
- Teachers at the school provide my child with useful feedback - 96% strongly agree/agree
- The school provides me to have input about my child's learning - 96% strongly agree/agree
- The school provides me with useful tips on how to support learning at home - 96% strongly agree/agree
- The school encourages parents to help students learn - 96% strongly agree/agree

100% of families surveyed agreed that education is important.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	11.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	77.8%
VI - LEFT SA FOR VIC	1	11.1%

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

To work or volunteer at Tailem Bend Primary School you must have a current relevant history clearance. All volunteers working with students across the school must have a DCSI Criminal History Check, completed by the Screening Unit.

All parents and related volunteers must complete the document obtained from the principal who will explain the procedures for filling out the requirements and for the 100 point check. This will then be lodged and paid for by the school. Parents are also requested to complete a form (ID Form) that will be entered on EDSAS which relates to their connection.

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	4

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	11.5	0.0	8.3
Persons	0	14	0	12

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

Financial statement

Funding Source	Amount
Grants: State	\$2,108,652
Grants: Commonwealth	\$0
Parent Contributions	\$44,509
Fund Raising	\$10,330
Other	\$143,761

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	0.8 wellbeing leader allocation received in 2022 - we employed a Wellbeing Leader (1.0) to support students, teachers, families and the wider community	Increase in support for attendance & learning engagement.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Employment of SSO's to work with individual students to achieve one plan goals. SSO's were also employed to work with groups of students on targeted intervention programs in reading (LLI) and numeracy.	One plan goals achieved & establishment of LLI reading and numeracy intervention 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	Rural & Isolated Students - allows us to subsidize the cost of camps and excursions for families and covers the cost of transport. Aboriginal students - employment of AET (0.2) & employment of local Indigenous community members to work with students on aboriginal cultural programs Numeracy & Literacy funding - directed towards staffing to allow us to reduce class sizes in the early years and to employ SSO's to work in classes during literacy and numeracy times - also running tailored intervention programs to support individual students.	High access for student learning in camps/excursions Developed teacher capacity in reading & maths. Wave 2 intervention implemented for students in reading
Program funding for all students	Australian Curriculum	AC Funds were used to support the release of teachers in partnership Reading/Maths training, T&D and planning	improved access for staff to participate in professional learning which in turn translated to increased teacher capacity and implementation of a guaranteed and viable curriculum in all classes.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Directed towards staffing - employment of SSO's in each classroom to support during literacy and numeracy times and targeted intervention.	Improved literacy and numeracy outcomes across all areas
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

