



Tarlee Primary School

2021 annual report to the community

Tarlee Primary School Number: 0430

Partnership: Lower Mid North

Signature

School principal:

Mrs Kylie Steed

Governing council chair:

Matthew Steed

Date of endorsement:

23 March 2022



Government
of South Australia
Department for Education

Context and highlights

Tarlee Primary School caters for children from Reception to year 6. It is situated 80kms from the Adelaide CBD, and is part of the Lower Mid North Partnership. The enrolment in 2021 began with 16 students. As the year closed out, there were 21 students.

The school is classified as Category 5 on the Department's Index of Educational Disadvantage.

In 2021, the school population included students with a verified disability, families that were eligible for School Card assistance and children in care. There were no ATSI or EALD students.

2021 saw Kylie Steed receive a 5 year tenure for Principal at Tarlee PS. Teaching staff in the beginning of the year included Andrew Reavely who was teaching the year 3-7 students and Sue-Ann de Vries teaching year R-5 students. Andrew Reavely resigned from his position, effective end of term 2. Term 3 and 4 was filled with a team teaching duo Kylie Bickerdike and Zoe Hier in the year 3-7 classroom. All teachers developed and ran engaging programs to support the students.

The school offers a variety of different events over the year. Students who were funded under the IESP (Inclusive Education Support Program) attended the the Barossa Aquatic and Fitness Centre to engage in swim safety lessons. All students attended swim safety lessons in week 9 of term 3 at the same location.

School camp was held in Adelaide, students and staff sleeping in the bunks at the West Beach Big 4 Dorms. Each day, students and staff ventured out on adventures to the Central Markets, MOD, National Railway Museum and many other educational adventures.

Unfortunately due to COVID a lot of activities were cancelled, including the Gilbert Valley Sport Day, usually held at the end of term 3.

A wonderful and vibrant mural was a welcomed addition to the front face of the school. Some other improvements included painting and re-carpeting of 4 different rooms.

During COVID complexities, families were a key priority to staff. Ensuring communication, access to adequate devices and or paper copies of tasks to keep students engaged in times during learning from home.

Overall, it was another great year at Tarlee Primary School.

Governing council report

2021 Chair Report.

Well after another Covid interrupted year, we all made it through again.

A huge thankyou to all staff, volunteers, students and parents for their commitment over the last 12mths, especially in this Covid Climate.

We welcomed teacher Sue-Ann de Vries back for a full year in the JP classroom. We also welcomed teacher Andrew Reavely to the UP classroom and unfortunately had to farewell him to move to another school. With some careful consideration, the site employed Kylie Bickerdike and Zoe Hier to take the UP class as a team teaching position.

Also a shout out to last year's GC Committee members, thanks for your time and effort. The meetings are a good chance to get together as a parent group and support the school.

We held 2 main fundraisers being the BBQ at the Tarlee Markets, held over the Oct long weekend and the chocolate throw at the end of year concert. It was a good chance to build the sense of community with parents coming together and working together for the benefit of the school.

Last year we had seen the student population grow from 16 to 21 with 3 yr 6's from last year starting this year in the new YR7 to High School.

Currently we have 23 students enrolled for 2022.

Quality improvement planning

The Site Improvement Plan was in the 3rd year of a 3 year cycle. This meant that it was time to review the effectiveness of what was carried out and evaluate outcomes. Over the past year there was a focus on Literacy and Numeracy outcomes. In 2021, we saw some ongoing improvements in both Literacy and Numeracy, however, the goals from the 3 year plan were not all completely met.

In 2021, all staff upskilled in the area of literacy. Teachers completed training to support the improvement in Phonological Awareness, Phonics and Decodable Readers. Teachers with year 1 students also participated in training to support the (running of the test) and guide improvement in phonics on the site. SSO's engaged in an SSO training day and some also joined teacher training in regards to Phonological Awareness, Phonics and Decodable Readers. This significantly helped staff to understand the required teaching and learning.

Some key changes to the site included:

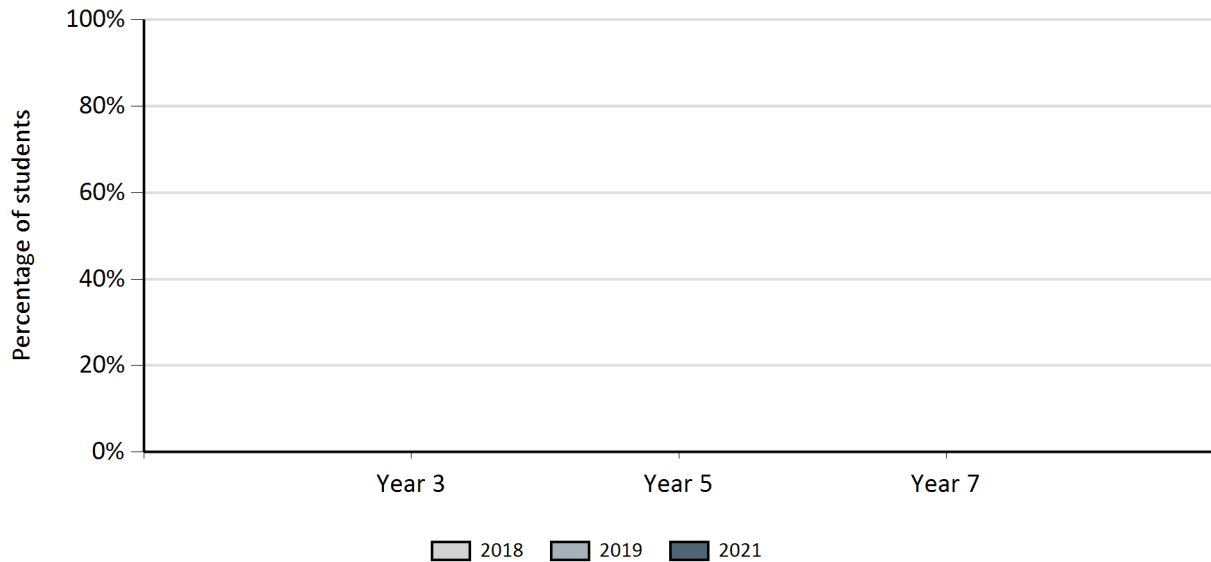
- Embedding daily phonological awareness across all year levels.
- Using phonics screening tools to support grouping students for intervention.
- Differentiated phonics and spelling groups at the same time across the school to support movement of students from UP and JP classes.
- Use of Brightpath writing to improve the quality of writing among the students.
- Beginning to explore and use the Department for Education units of work to engage learners.
- Using the Big Ideas in Number across all classes, ensuring students grouped accordingly to their ability levels.
- Developing educator capacity in the Big Ideas in Number.

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

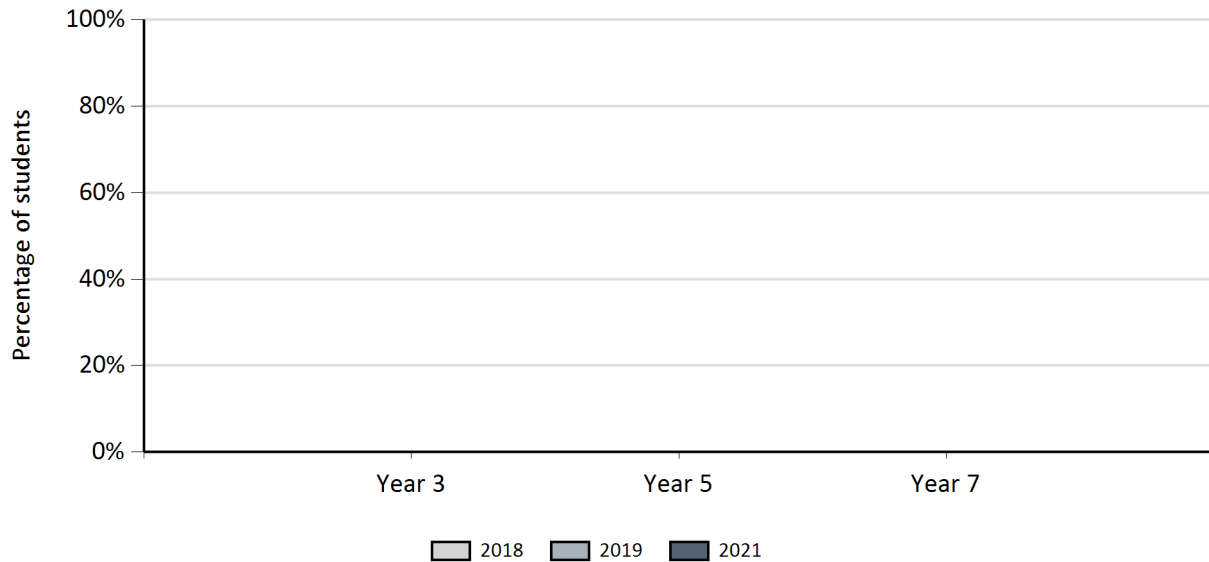


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	33%
Middle progress group	*	48%
Lower progress group	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	State (average)
Upper progress group	*	32%
Middle progress group	*	49%
Lower progress group	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Tracking & Monitoring

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

Staff PD to support upskilling in the teaching and learning of Literacy and Numeracy in regard to Aboriginal learners.

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

N/A

School performance comment

The school performance report is unable to report on the student growth and data due to the low numbers of students partaking in the assessments at the time. It is evident through our knowledge of the site and the students on an individual level, there is ample room for growth and development. We feel with continual support and work in 2022, guided by the guidebooks and other local teams, we will be able to build on these outcomes. Through further work with the units of work, current PL and a focused drive for improvement, we hope to see an increase in growth for all in 2022.

Attendance

Year level	2018	2019	2020	2021
Reception	93.8%	69.6%	91.7%	91.3%
Year 1	86.5%	92.6%	74.2%	95.9%
Year 2	87.6%	85.3%	96.6%	83.7%
Year 3	90.8%	92.2%	91.4%	93.8%
Year 4	96.5%	90.7%	91.0%	88.5%
Year 5	93.3%	98.5%	93.6%	95.4%
Year 6	N/A	90.4%	93.9%	73.8%
Year 7	91.1%	N/A	97.9%	N/A
Total	90.9%	88.1%	91.3%	88.5%

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

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

Attendance comment

Attendance has stayed around the 88-91% mark over the last 4 years. There is a need to begin to drive improvement in this area.

There is a significant amount of students at Tarlee Primary School who attend therapies outside of the school. The family often opt to have the whole day away from school due to the significant distance required to travel.

Behaviour support comment

Students have been regularly supported with the introduction of interoception during class and using break out spaces for interoception and regulation.

Parent opinion survey summary

The parent opinion summary for 2021 saw 5 out of 12 families engage with the survey.

Some of the highlights include:

- People are respectful
- Child is important
- Knows the standard of work
- Receives useful feedback
- Education is important
- Equipped to plan pathways

Some further areas for growth include:

- Teachers and students are respectful
- Receives enough communication
- School communicates effectively
- has useful discussions
- Has input to learning
- Receives learning tips

These will be addressed over the 2022 school year and improved.

Intended destination

Leave Reason	Number	%
U - UNKNOWN	7	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff and volunteers are required to have a set of clearances before they are able to engage with the site and the students 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	5
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	2.8	0.0	1.9
Persons	0	4	0	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$706,978
Grants: Commonwealth	\$237
Parent Contributions	\$4,824
Fund Raising	\$1,952
Other	\$418

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

2021 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 2021 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	Teacher professional development, school resources, support from Gawler office staff - Principals consultant and curriculum lead support to guide the teaching and learning on site.	Improvement of student learning with Literacy and Numeracy.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	SSO support hours, specialist supports, teacher training, resources for students with specific needs.	Improvement in access to curriculum, behaviour and learning outcomes.
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 Students taking alternative pathways IESP support</p>	<p>Funding was used to</p> <ul style="list-style-type: none"> - Support excursions and camps relevant to in class learning - Professional Learning and in school support for literacy improvement - Resources for library and reading materials - Resources for playgroup and early years supports 	<p>Improvement in engagement from students after being able to build on relationships with staff. Developing a whole site agreement for reading.</p>
Program funding for all students	Australian Curriculum	Time to release teaching staff to improve on their own learning and development. Support staff on site to upskill teachers and SSO's with literacy (phonics, phonological awareness).	Improved learning outcomes for students. Teachers feeling more confident.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Support for students with additional needs who did not qualify for IESP.	Improvement engagement of learners.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

