



## Padthaway Primary School

### 2022 annual report to the community

Padthaway Primary School Number: 593

Partnership: Wrattenbully

Signature

School principal:

Mrs Corinne Mowat

Governing council chair:

Sam Ward

Date of endorsement:

19 December 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Padthaway Primary School and Preschool are considered a Category 6 Index of Disadvantage Rural site, with a final enrolment of 44 students and an additional 1 Preschool child. Padthaway Primary School has 10 staff members. The school is part of the Wrattobully Partnership and is set in a rural setting surrounded by agriculture, viticulture and the Padthaway Golf Course and Conservation Park in the Upper Limestone Coast.

At Padthaway School the Student Representative Council (SRC) organise many fundraising activities for students to participate in. Student voice is an important aspect of the school and is used to help map the directions for the future years. Students with access to

School Card account for 18.16% of the student cohort. Our cultural complexity is small with no English as Second Language students. There is 1 Aboriginal/ Torres Straits Islander student representing 2.27%. The School has a recognised disability

support cohort representing 11.35% of our students.

In 2022, the site was in its first year of the 3-year Site Improvement Plan cycle, focused on enhancing student outcomes in both reading and writing from R-6. The school implements a whole site approach to spelling, writing and reading comprehension. The staff attend trainings to support these changes to site practice and work collaboratively to make the adjustments and teaching as consistent as possible to improve student outcomes.

Hannah Vogelsang in Semester 1 and Liza Harrington in Semester 2 were the R/1/2 Teacher with the preschool incorporated 3 days a week. Holly Bottroff was the 3/4 teacher, Rebekah Duell was the 5/6 teacher and Ebony Capurso in Semester 1 and Ross Braendler in Semester 2 were the NIT teacher for 3 days a week. The Preschool continued to run weekly Playgroup sessions on Thursdays. The connection the Preschool aged students have with others, their environment and their educator has become more evident. Students continued learning Indonesian through Open Access College.

Finance and Administration Officer Vicki Heym continued in her role and gained permanency.

School Service Officer were Tammy Mathews and Lissy Orton. Troy Mathews in Semester 1 continued as Groundsperson with Jocelyn Loft beginning this role for Semester 2.

Pastoral Care Worker, Lisa Graetz, continues her role at Padthaway School. She was able to demonstrate the huge contribution to the wellbeing of all students and staff.

## Governing council report

Another eventful twelve months is behind us as we look forward to the Christmas break and all that will follow. It seems we have started living with, rather than fighting Covid19 and I'm sure everyone has enjoyed the easing or ceasing of most restrictions we had learned to live with before. Hopefully the next year will see our economy and businesses back to a more familiar normality. Once again, our leadership team at Padthaway Primary have successfully navigated another school year.

We were fortunate to have Judy Goodes leading our school for the first half of the year and then Corinne in the second half, once she returned from her maternity leave. Judy brought a level headed "let's get it done attitude" with her and get it done she did! Judy did a lot of teaching during her time when staff were absent and started a revamp of our school computer situation. Highlighting the importance of students being able to efficiently extract information from a tablet or device that doesn't require a trip to the computer room. We are very grateful for all she has done for our school, students and community during Semester 1. Thank you Judy!

A notable comment in our house a week after Corinne had returned, "Dad, It feels like she had never left". I'm sure that was a general feeling around the school and though everyone missed her while she was away, they were comforted by how smoothly she slid back into her role and took the lead of our school once again. She returned mid-year and had to hit the ground running, busy working on existing projects and new ones to help our school put its best foot forward. We are glad to have you back Corinne!

A big thank you must go to our SSO team - Lissy Orton, Tammy Mathews, Vicki Heym and the PCW Lisa Graetz for all the hard work they do too. Vicki has taken to the finance role with vigour and as well as being a friendly smile on arrival to the school foyer has been able to make some real change with her budgeting skills. Her role is a very important part of the running and future of our school and she is doing a terrific job. Maintaining a healthy school budget while our funding is being reduced as a result of year sevens moving to secondary school is a difficult battle. However, Vicki and Corinne have put in considerable time together and made strategic decisions to manage this, providing our students with the best outcomes next year. Lisa, the PCW has such an important place in our school. She works with students who need help managing tricky social or emotional situations and supports children one on one or in small groups. Our children and staff speak highly of Lisa and all she does. She is such a calm and valued member of the school. Tammy and Lissy work with a wide variety of our Padthaway students. They not only provide intense one on one learning with individuals or small group interventions, they also support teaching staff by working with children in classes and working in the library or office to help the school run efficiently. There will be a time in the near future where we as a community will have to pull together to raise some funds to keep this great work happening and I would like to note the importance of our SSO roles within the school. This year we celebrate the safe and very welcome arrivals of some future Padthaway Primary scholars with Millie Vogelsang - for Hannah and Ethan and Murphy Drury - for Matt and Hannah. Congratulations to both families on these happy arrivals! Holly Bottroff has had a great impact on all in her middle primary class. She has proven to be a great teacher, gaining instant respect with her calm nature. The calm nature is seen to dissipate on Saturdays though where she will be sadly missed by her netball team as she moves back to Mt Barker next year. We wish you all the very best Holly and thank you for all you have given. More sadness with Bek Duell pressing the sleeping bag into the rucksack and heading off into the unknown exciting world of travel next year. She has been at Padthaway for the past 3 years and in that time has been an outstanding teacher. We hope you have the best time Bek and thank you for the massive and lasting impact you have had on your students, the staff and our community. Yours will be big boots to fill! It was fantastic to have Mr B join the Padthaway School team for Semester 2. By all accounts he has fitted in very well, already having a strong rapport with the students. He's off to a new position in Naracoorte next year so we wish him the best of luck with this change. As a school and a community we suffered an unthinkable tragedy last term when we lost Troy Mathews. A community minded father and Husband. His work as the school Groundsman over many years has been greatly appreciated and as a community, our hearts go out to the Mathews family. A big thanks to the governing council. We have been able to get a lot done as a team again this year and I thank you all for your effort.

# Quality improvement planning

## READING

We have completed the actions outlined in our 2022 plan. The elements with the greatest impact were the refocus on using Sheena Cameron's Comprehension Strategies for the newer staff, to keep consistency in teaching these strategies and the language used, completing the Before During After Reading professional learning for the newer staff as this provided clear support in how to plan for purposeful guided reading groups as well as the work on developing dialogical classrooms which enhanced the student discussion and contributions to lead learning in reading across curriculum areas. From SIP reviews with 4/4 teaching staff and the leader in Term 4, it was determined that the resourcing already at the school for teaching comprehension strategies, guided reading were a great benefit to new staff and continuing staff. The focus on oral language had a positive impact on both teaching and learning across all 3 classes and promoted more student led learning. The improvement planning and implementation was carried out as a collaborative effort with the teaching team and leader. The SSOs were also regularly communicated with in their roles relating to the implementation of intervention programs MiniLit, MacqLit and supporting the running of IntiaLit in the JP classroom. In 2023, We will have new teaching staff incoming; 1 ECT in 2nd year, 1 JP teacher still new to IntiaLit and 1 UP teacher with different background in teaching reading than we have at our site. In 2023 we will need to upskill our new staff with the same resourcing, knowledge, support and training while also extending our students' learning as they already have exposure to our sites work in the past SIP cycle and in 2022; increasing the amount of students achieving in the higher bands for reading. Reading should be our main focus area for improvement as this is the foundation for learning in such a broad range of curriculum areas and will also enhance student development with writing as their understanding of language and texts is further enhanced.

## WRITING

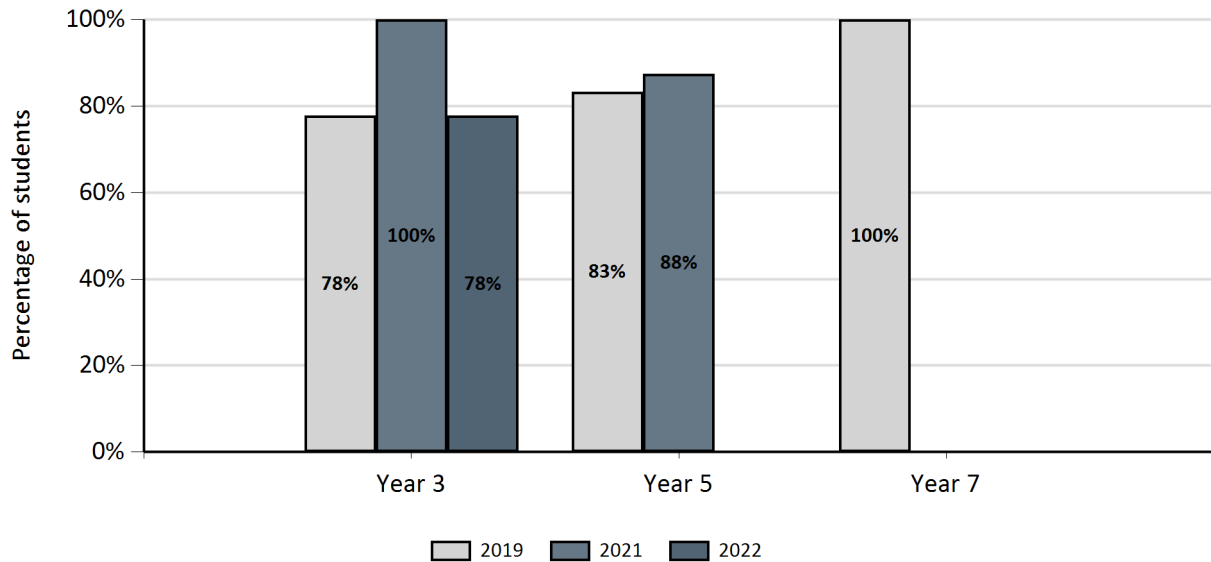
We have completed the actions outlined in our 2022 plan. Work using The Writing Revolution (TWR) has built teacher expertise significantly and in turn provided them with a strong point of entry to work with their students, to bring them up to standard or push above. Although TWR has been an effective resource and will continue to be used in 2023, the element of assessment of writing has not been completed with fidelity as it has been in past years. Although there have been some implementation of 7 Steps to Writing Success and Big Write in Term 1, when focused shifted to TWR, teachers used the other programming and assessment elements in bits and pieces with no consistency between classes. This will need to change in 2023 to ensure we have a measurable scale to assess student writing in a more purposeful way as we have in the past. New staff will need to be upskilled in our writing programs over time and supported with resources and leader's time. To make the teaching of writing clearer there will have to be a clear outline for new staff about how to implement existing programs with fidelity and how the programs work together. We will need to combine the use of 7 Steps, Big Write and TWR through our Statement of Practice as we have done in the past SIP cycle through what was then named our Literacy Agreement. In 2023, we will have a new teaching staff and to keep the improvement work consistent, deep and narrow our focus will be on Reading. We will focus on extending student skills and build teacher expertise with reading before focussing on writing as our main improvement focus once again. Will still continue to work on writing over time and this will be with collaborative and leader support.

# 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

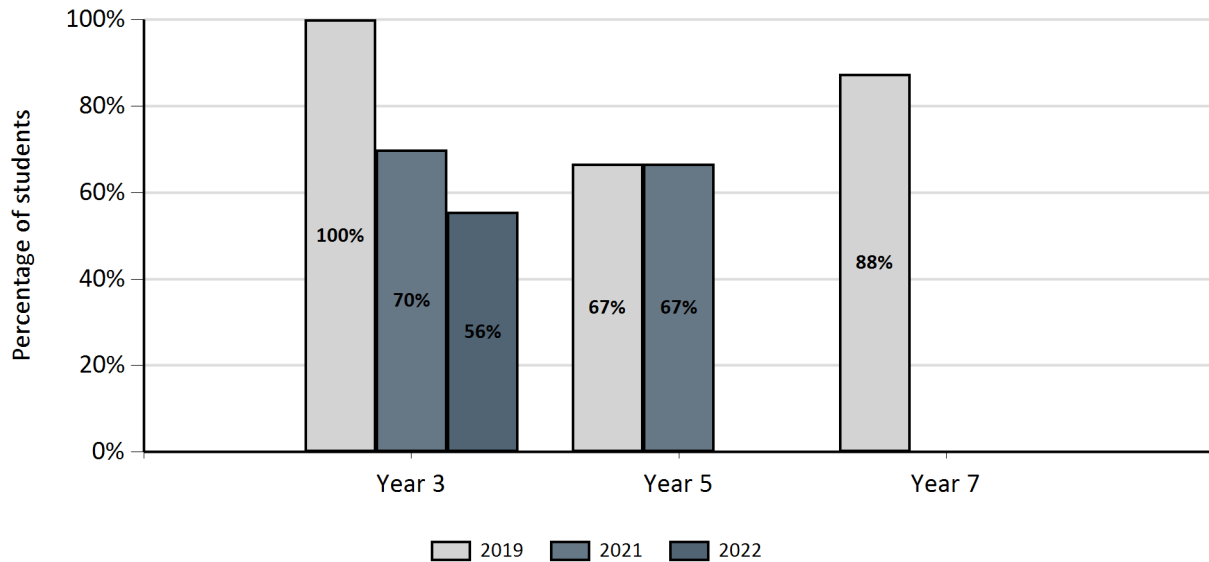


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|---------------------------|---|----------|--|----------|--|----------|
|                           | Reading                                       | Numeracy | Reading  | Numeracy | Reading  | Numeracy |
| Year 03 2022              | 9   | 9        | 2  | 1        | 22%  | 11%      |
| Year 03 2021-2022 Average | 9.5   | 9.5      | 3.5  | 2.0      | 37%  | 21%      |
| Year 05 2022              | *   | *        | *  | *        | *  | *        |
| Year 05 2021-2022 Average | 6.5   | 7.0      | 2.5  | 0.5      | 38%  | 7%       |
| 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.

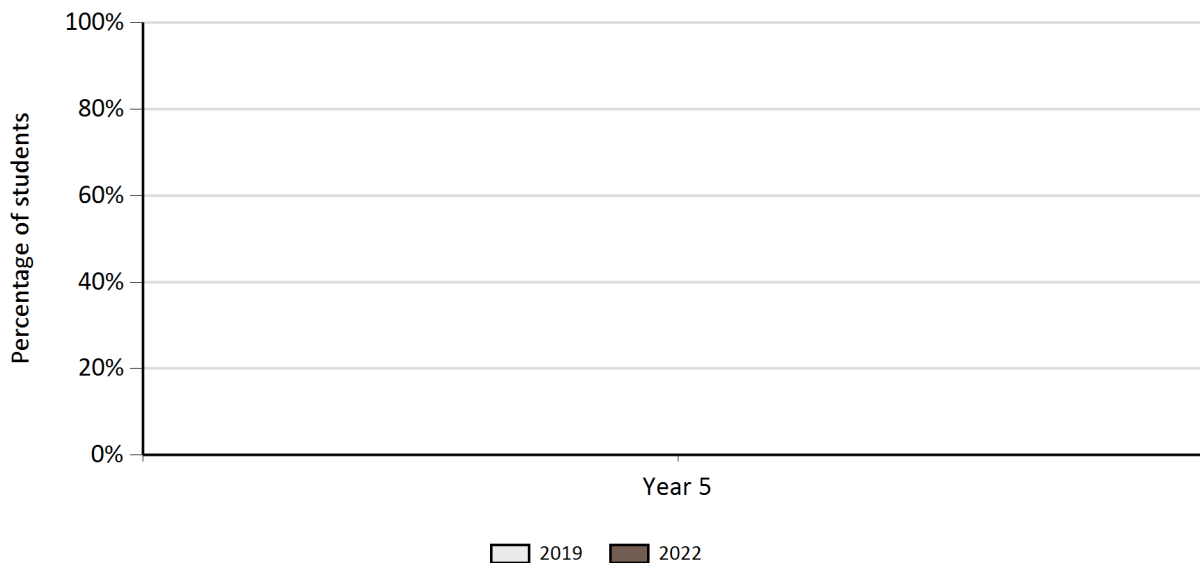
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



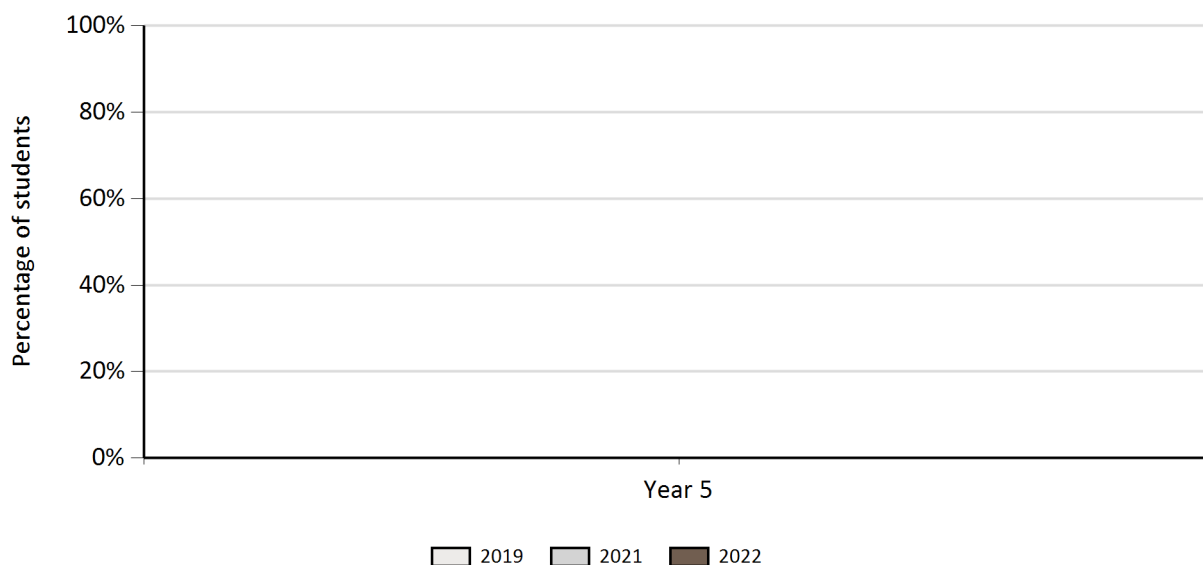
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|---------------------------|---|----------|--|----------|--|----------|
|                           | Reading                                       | Numeracy | Reading  | Numeracy | Reading  | Numeracy |
| Year 05 2022              | *   | *        | *  | *        | *  | *        |
| Year 05 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.

<sup>^</sup>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:

The Aboriginal Learners in our school were supported by an SSO 1:1 or in a small group (2 or 3 students) outside of their regular classroom. This occurred thrice per week, focusing on skills with numeracy, phonics, reading and spelling. The SSO and student worked with the MacqLit and QuickSmart programs depending on development level as well as teacher provided resources, to build these skills across the year

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

Teachers tracked individual children's goals and development throughout each term and had termly meetings with the leader to record the setting of new goals for each of the Aboriginal students in their class relating to reading, writing and Maths. The children were able to effectively set personal goals fortnightly and termly for writing. They achieved these goals with varying independence and had SSO support and teacher guidance when necessary.

## School performance comment

Padthaway Primary School has a small cohort of students and with regard to meaningful averages for diagnostic testing, it is not informative to compare small student cohort percentages from year to year.

The School partook in the PAT diagnostic tests in areas of Literacy and Numeracy for students in Years 3-6. As well as NAPLAN in Years 3 & 5. These tests provide teachers with an additional data set to inform teaching and learning for students.

Our key motivation as a School community remains moving the students below SEA to meet the standard and pushing those meeting SEA to achieve the higher bands. This was demonstrated in 2022 in PAT and NAPLAN results with majority of student results reaching above standard compared to previous years. The continuation of MacqLit and MiniLit has seen students in the Lower bands improve in spelling and reading comprehension; this will still be implemented in 2023. The introduction of QuickSmart in 2022 has had positive impact for our Year 6 initial implementation cohort who have made positive growth in intervention testing. Some even graduating from the program quite quickly with not much need for intervention. Next year we will continue to run QuickSmart from years 3-6 with students who meet the testing needs.

Student achievement continues to grow rapidly at Padthaway School. As in previous years, we aim to ensure all students improve by 1 year or more in Literacy and Numeracy each year.



## Attendance

| Year level | 2019  | 2020  | 2021  | 2022  |
|------------|-------|-------|-------|-------|
| Reception  | 92.6% | 93.3% | 92.0% | 71.1% |
| Year 1     | 92.2% | 90.9% | 92.6% | 84.1% |
| Year 2     | 91.4% | 93.2% | 94.7% | 83.5% |
| Year 3     | 91.3% | 87.2% | 92.8% | 88.7% |
| Year 4     | 96.4% | 88.4% | 91.6% | 91.7% |
| Year 5     | 94.4% | 95.8% | 86.7% | 80.4% |
| Year 6     | 93.9% | 93.1% | 93.2% | 92.3% |
| Year 7     | 94.5% | 93.2% | 91.9% | N/A   |
| Total      | 93.6% | 92.4% | 92.0% | 87.1% |

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

## Attendance comment

At Padthaway Primary School we have documented protocols that are followed by Staff regarding student attendance. Written notes are required for non-attendance. In addition, families contact the school when a student is not able to attend that day. Non-attendance is addressed within 3 days. Attendance is impacted by family holidays, farm-related events, medical appointments and sport commitments. Specifically, when a child in a local family requires a medical appointment away from Padthaway, siblings are often withdrawn from school due to limited support for students to attend care outside of school during mornings and evenings. Attendance is managed through follow-up phone calls to homes. In addition, the School reports to parents about overall attendance through report cards.

## Behaviour support comment

Behaviour at Padthaway Primary School has been positive for 2022. The development of student responsibility and resilience has seen students growing in maturity and understanding. Student voice is a priority and although teachers may need to step in at times, these issues are minor and student interaction and problem solving is encouraged. In 2022 staff undertook the Berry Street Education Model training, which assisted in implementing a whole school approach to wellbeing.

## Parent opinion survey summary

The parent opinion survey shows very favourable results again this year. This can be attributed to the positive environment fostered by leadership and staff around the school and in the classroom. The data collected from our Parent Surveys reflects a high degree of customer satisfaction with all aspects of our school environment, with the results being very positive. This is reflected in the community participation at the school in 2022.

## Intended destination

| Leave Reason                             | Number | %     |
|--|--------|-------|
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 1      | 33.3% |
| VI - LEFT SA FOR VIC                     | 2      | 66.7% |

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

During the year all relevant staff and volunteers underwent or updated their relevant Working With Children Checks. This process included all volunteers and Governing Council members.

## 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 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            | 4.6            | 0.0                | 3.5            |
| Persons               | 0              | 5              | 0                  | 6              |

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

## Financial statement

| Funding Source       | Amount   |
|----------------------|----------|
| Grants: State        | \$0      |
| Grants: Commonwealth | \$3,600  |
| Parent Contributions | \$10,578 |
| Fund Raising         | \$9,000  |
| Other                | \$0      |

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  | Resourcing whole-school wellbeing activities once a term and supporting three Upper Primary students to enhance student wellbeing (Wellbeing Ambassadors) through events and mini lessons.  | Increased engagement and independence with challenges and problem-solving.  |
|  | Improved outcomes for students with an additional language or dialect  | No students attend Padthaway Primary with an additional language or dialect   | No students attend Padthaway Primary with an additional language or dialect.  |
|  | Inclusive Education Support Program  | 1:1 or small group support with SSO instruction to improve student outcomes and achieve individual goals for children with learning difficulties as well as speech, learning, social, emotional and gross/fine motor difficulties   | Students collaboratively reaching academic, physical, speech and social goals.  |
| Targeted funding for groups of students  | <p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development<br/>Students taking alternative pathways<br/>IESP support</p> | Staff training targeted at areas identified in SIP and individual PDP meetings. Implementation is monitored to ensure training is applied to benefit students outcomes. Purchasing of classroom resources and literacy intervention programmes continued to ensure classroom and small group instruction remains in line with site and partnership expectations. Early Years continued to use funding to support playful pedagogies. SSO tuition of small groups or 1:1 focused on reading and comprehension. | Improved student PAT and NAPLAN reading results as well as engagement. Contact time with teachers during Literacy and Numeracy. Continued Literacy interventions. |
| Program funding for all students         | Australian Curriculum  | Literacy resourcing and training to ensure curriculum is taught extensively and in an interactive way   | Resourcing provided for all, supporting implementation and engagement.  |
| Other discretionary funding              | Aboriginal languages programs Initiatives  | One Aboriginal student was carefully planned for, supported with explicit 1:1 Literacy and Numeracy intervention and an individual learning plan was developed for them. APAS funding allowed for an increase of 1:1 support to allow the child to access interventions 5 times per week.   | Student developed termly SMARTAR Goals and achieved some of them.   |
|  | Better schools funding   | Better schools Funding was used to have extra SSOs to implement intervention strategies with ATSI student.  | Student maintaining assessment scores or enhancing them.  |
|  | Specialist school reporting (as required)  | n/a   | n/a   |
|  | Improved outcomes for gifted students  | n/a   | n/a   |

