



# Clarendon Primary School

## 2022 annual report to the community

Clarendon Primary School Number: 720

Partnership: Sea & Vines

### Signature

School principal:

Ms Regan Birrell

Governing council chair:

Kathy Farrugia

Date of endorsement:

17 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

In 2022, Clarendon Primary School (CPS) was a Reception to Year 6 school for the first time. We had 91 enrolments, across four composite classes. Our student population comprised of approximately 5.5% school card holders, 3.4% Aboriginal students and 4.5% students with disability (as recognized by IESP). 2022 was another exciting year for our school, with many highlights such as year level camps (R-1 school sleepover, 1-2 Zoo Snooze, 3-4 Aldinga Scrub and 5-6 Mylor Adventure Camp), excursions to Willunga Bassett Boys School, Hopgood theatre, Happy Valley Reservoir, Central Markets and Morialta Adventure Park (to name a few) and sporting events (Sport's Day, SAPSASA athletics and cross country, interschool soccer, cricket, netball and basketball). There were some great student leadership opportunities for students in the older classes- some representing the school as Young Environmental Leaders and at a state student forum where they were able to reflect on the greatest challenges in Education for students these days. Student learning was again the key priority for our school improvement and we have been pleased to see growth in our whole school data, particularly in Reading and Writing. Our whole-school approach to writing has focused on the development of student writing goals (narrative, persuasive and information reports) which are shared with families and worked on throughout the year. Our reading program has focused on the teaching of synthetic phonics and bolstered by the MINILIT program and Close Reading strategies. As always, the curriculum was complimented with experiments and projects in STEAM, cooking and gardening in the Stephanie Alexander Kitchen Garden program, Indonesian with Bu Lyndal until the end of term 3, Drama in term 4 with Mrs Sleep, Sports in Schools programs run in most terms, SAPSASA events for our Year 4-6's, ukulele and private guitar/piano lessons with Forte music, dance and performance with Julie-Ann and the list goes on! In Term 4 without doubt the highlights were concert night and the graduation ceremony for our Year 6s. The concert dances of the theme "A Night at the Museum" and short films created by the 5-6's were sensational and enjoyed by all. Graduation was a lovely evening filled with memories and some tears as usual. This year we said goodbye to many of our amazing teachers, Mrs Kristen Hunt in the R-1 class, Mrs Riches from the 3-4 class who is leaving us for a relaxing retirement, Mr Janud from the 3-4 class who is leaving us for travel and Miss Mackenzie from the 5-6 class who is also leaving us for travel. We wish them well with their journeys. Next year we will have a greatly restructured teaching staff with a new permanent teacher joining us (Mr Hunter in the 5-6) and 3 new contract teachers who will teach R-1 (part time), 1-2 (part time), 3-4 (full time) and AUSLAN as our new language (1 day per week).

## Governing council report

2022 was a year full of challenges for all schools as rapid changes had to be made in response to the pandemic impacting the lives of so many. In the face of all the challenges 2022 brought to both the education sector and the wider community we live in, the governing council are particularly proud of our school community this year. Our staff have risen above multiple challenges both when onsite and through distance learning and successfully created a stable and engaging learning environment for our students throughout the year. This is evidenced in how our students happily share the many highlights of their year with little reference to the pandemic affecting the world outside. Whilst challenges to staffing and TRT needs were met with adaptability by the team, the council's 2022 decision to maintain a full staff team for 4 classes, despite the loss of Year 7, has been a strong contributor to the success of this year.

Everyone was excited to begin the year with our refurbished courts, and the council have been proud to support new storage in classrooms, upgrades to ICT, working bees and improvements to playgrounds and garden areas. We have begun seeking external support for much needed upgrades and repairs to our amenities blocks and heritage buildings, which fall beyond the capacity of our small council's current reach, and hope to have progress on these in 2023. We have also been kindly supported by the Clarendon community Op Shop donating significant funds to the school in recognition of school volunteers' service.

The students' highlights this year have been many! Students were delighted to have school camps continue for each class this year, as well as multiple excursions and an extensive collection of sporting and educational competitions:

- SAPSASA Athletics, Cross Country, Basketball and Swimming
- Young Environmental Leaders have represented us at multiple events and forums
- Most children completed their Premiers Reading Challenge and proudly received awards
- We had a remarkable number of Oliphant entries, two of which won prizes

As always, children have delighted in visits to Riverbend park, and even the rain at our first ever Community Reconciliation event could not stop our students showing resilience and giving their best.

Within the school, the students have enthusiastically shared in:

- Book week and Elders day
- Our Science Fair
- An open archeology day for the school and community
- Ukelele performances
- Lunch clubs, Wheels day, fundraisers, discos and Nature play days presented by our ambitious SRC

And of course the delightful school concert! Nothing could match the pride of both parents and students as they finished out the year showing such confidence and talent!

We are indebted to our staff, parents, friends, and community members for their contributions to our school community in 2022 and proud of our students for bringing their best to the school year.

In all of this, special mention must be made of our new Principal for 2022, Ms Regan Birrell. Regan has tackled an uncertain year with focus, passion, tenacity and grace. Regan's connection with school families and her determination to keep moving forward in the face of multiple challenges has been pivotal this year in creating a dynamic school environment and the council extends our sincere thanks to her.

Together we look forward to a strong and exciting 2023!

## Quality improvement planning

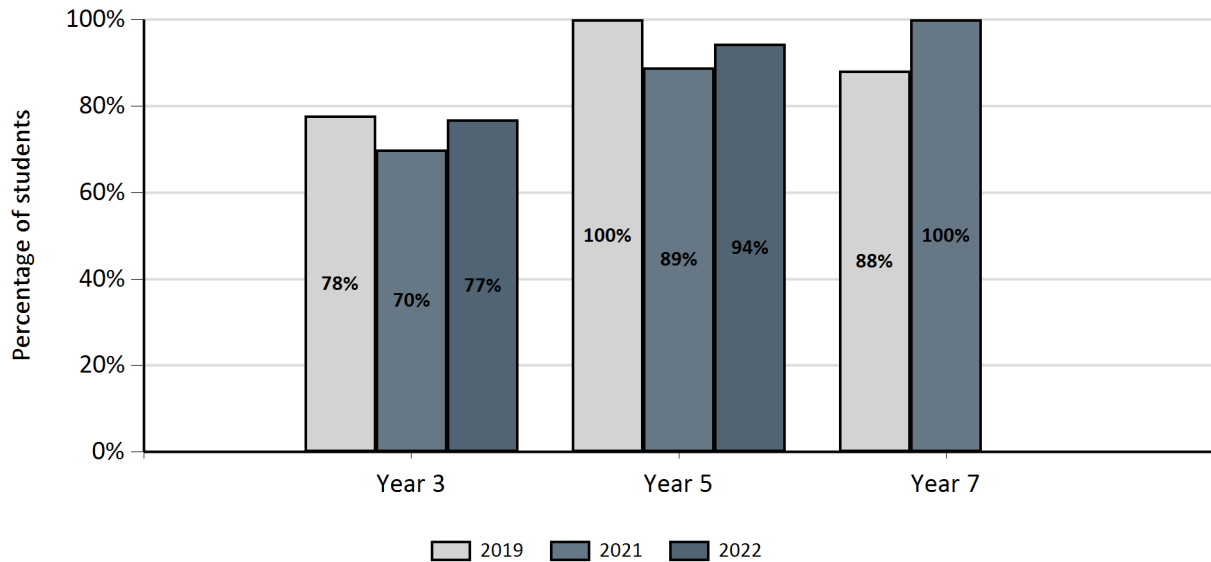
This year we started the first year of the 3 year Site Improvement Plan (SIP) cycle for Clarendon Primary School. The focus of our school's improvement agenda continued to be Reading and Maths. We removed writing from the SIP but still had it as a school focus. Each staff meeting and professional learning time was dedicated to building teacher capacity in the key areas of improvement. A great deal of meetings were unfortunately cancelled due to COVID illness and close contact time, greatly reducing our ability to meet together. A key focus of both Reading and Maths included the collection and analysis of learning data to inform our teaching and to measure the impact of improvement priorities. This culminated in a student free day in term 4 focusing on our learning improvement. Each class used a consistent 'Data Schedule' to ensure student learning was consistently and regularly assessed, providing information for teachers, feedback for students and families on progress and goals for future learning. We created a whole school agreement in order to increase the amount and quality of feedback being shared with students and their caregivers. We continued to use the Brightpath writing tool to improve student writing. Teachers took regular writing samples from students (narrative, persuasive and information reports), analysed, scored and moderated the writing and used the tool to provide students with effective feedback and goals for improvement. Additionally, we made a focus of sharing Literacy and Numeracy goals with families and to celebrate progress made. In Numeracy staff had a focus on working with the DfE units of work, developing their understanding of high-quality resources, learning intentions and success criteria. Furthermore, all teachers worked on developing their understanding of dialogic teaching across the curriculum, encouraging in-depth conversations with and between students to further their understanding, particularly around comprehension of text for reading.

# 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

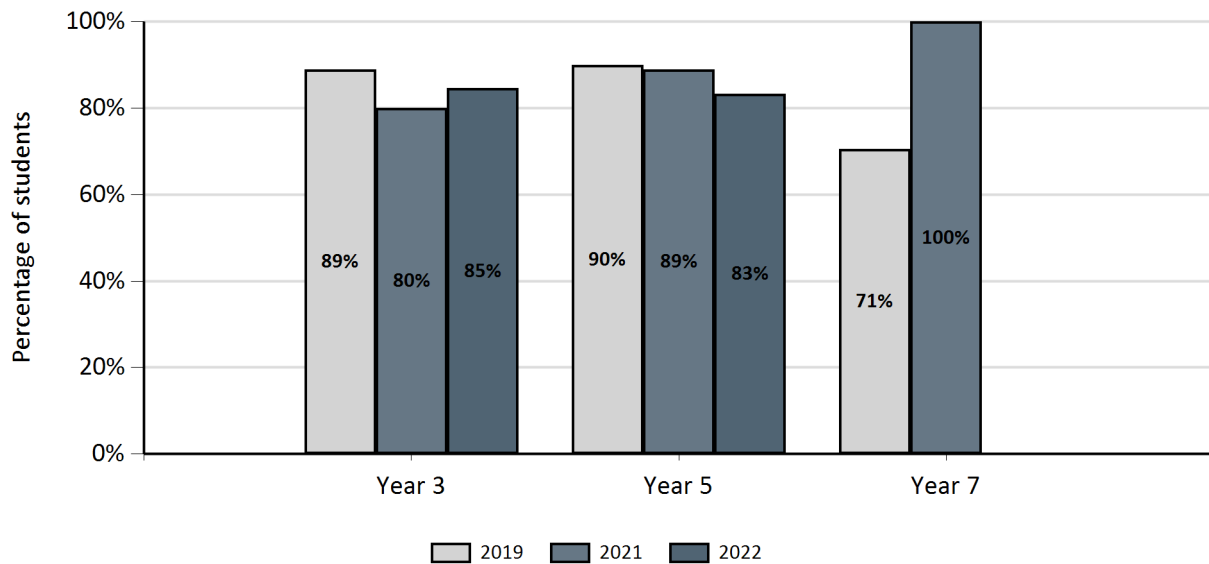


\*NOTE: No NAPLAN testing was conducted in 2020.

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	13	13	7	4	54%	31%
Year 03 2021-2022 Average	11.5	11.5	6.5	4.5	57%	39%
Year 05 2022	18	18	10	4	56%	22%
Year 05 2021-2022 Average	13.5	13.5	6.0	3.0	44%	22%
Year 07 2021-2022 Average	9.0	9.0	0.0	3.0	0%	33%

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

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

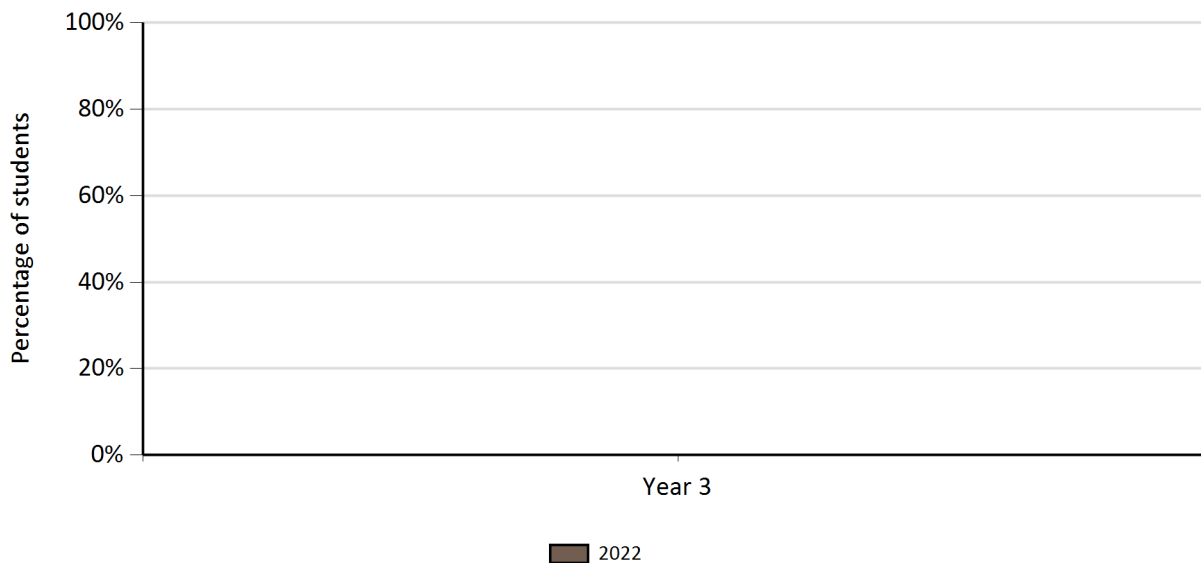
<sup>^</sup>includes absent and withdrawn students.

\*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



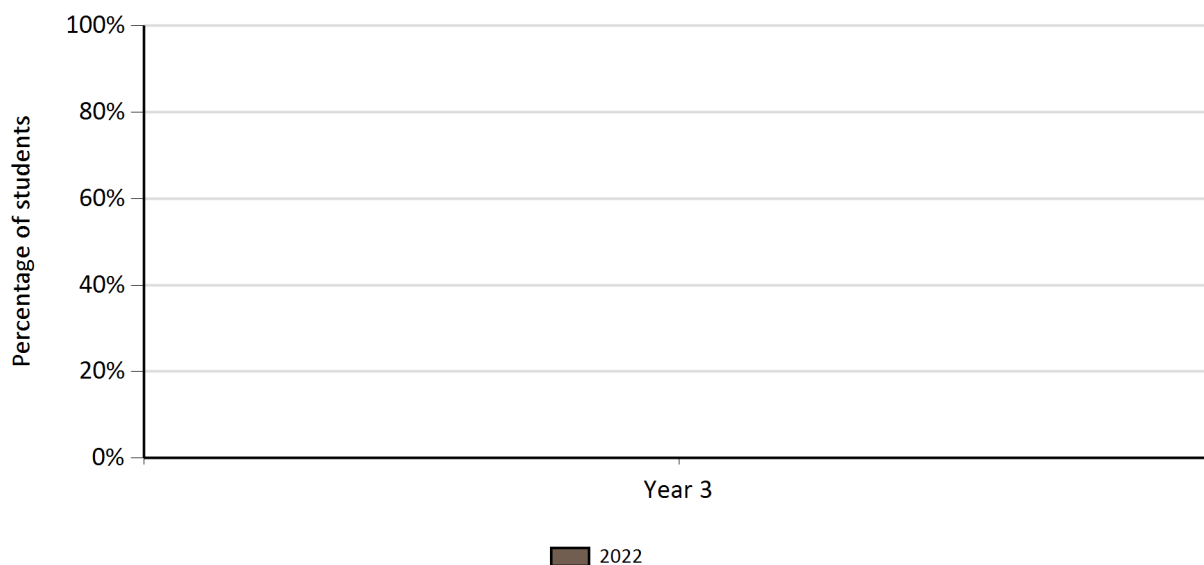
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 03 2022	*	*	*	*	*	*
Year 03 2022-2022 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:

Data informed planning supported each of our Aboriginal learners. Their learning data was tracked and monitored using our cumulative data spreadsheets and the information provided by the Achievement Profiles App from DfE. Subsequently, interventions and goals were developed and tracked by class teachers and support staff. Two of our four Aboriginal learners engaged in Literacy intervention programs. One learner with one-to-one speech and language support based on individual goals, developed in conjunction with a DfE Speech Pathologist. They completed the program and were taken off of the DfE support list as a result. Another student was supported in Mini-Lit small group Literacy program and completed the program with 3 other classmates.

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

The improvements of our Aboriginal Learners in 2022 was pleasing. One Junior Primary student improved from 2/40 sounds in the Phonics screening check to 15/40 between terms 1 and 3. Our other Junior Primary student improved in the DfE Oral Reading Fluency trial from 88% to 97% accuracy. One of our Middle Primary students achieved above band SEA in reading and writing for NAPLAN, whilst the other achieved stanine 8 in PAT reading.

# School performance comment

In 2022, 16 Year 1 students sat the state-wide Phonics Screening Check, a test administered one-on-one with a teacher to assess a student's ability to decode and encode sounds and words. Our results demonstrated 44% of students achieving the benchmark score, with 37% of students being within a score of 5 of the benchmark. This was on par with our 2019 score. The students who did not achieve benchmark were supported 4 sessions a week in small group targeted phonics sessions.

In 2022, all Year 2-7 students sat the online Progressive Achievement Tests; PAT-Reading and PAT-Maths. This test is administered to all students in the state in Term 3 and provides information regarding learning achievement and progress. Across all year levels, in PAT-Reading 90% of our students achieved the Standard of Education Achievement benchmark set by the Department for Education and in PAT-Maths 86% of our students achieved benchmark.

In 2022, Clarendon Primary School had 30 students in Year 3 and 5 sit the online NAPLAN tests. As a school that often has small numbers of students eligible to sit NAPLAN in each year level, small changes in the number of our student improvement planning outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

As a school our improvement planning and targets were aimed for students achieving high bands results. Whilst working with small cohort numbers, our percentage of students who achieved High Bands results increased for Year 5 in Reading compared to the previous cohort. However we were unable to track growth over time as the year 5's were unable to sit the NAPLAN in 2020. Of particular note was our Year 5 Reading result of 56% of students achieving High Band. Overall across the 2 year levels an incredible 57% of our students achieved High Band in Reading.



## Attendance

Year level	2019	2020	2021	2022
Reception	93.3%	89.8%	92.8%	87.9%
Year 1	87.5%	91.0%	92.4%	88.4%
Year 2	86.8%	88.3%	93.1%	88.0%
Year 3	90.8%	90.2%	88.3%	86.3%
Year 4	93.6%	91.5%	90.5%	87.3%
Year 5	89.6%	93.8%	87.9%	86.6%
Year 6	90.6%	87.3%	94.8%	83.8%
Year 7	89.4%	90.5%	88.8%	N/A
Total	90.1%	90.5%	91.5%	87.0%

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

## Attendance comment

The overall attendance for 2022 was 87%. This was a slight drop from previous years. We were greatly impacted by COVID and close contact rules. Our year 1-2 cohorts had the highest attendance rate with 88% and our year 6 cohort had the lowest attendance with 84%. At Clarendon Primary School, parents contact the front office by a phone call or text to inform the school of absences. Unexplained absence is followed up by the administrative team. Parents are asked to inform the school for any planned absences and are required to fill in an exemption form for more than 2 days absence. Regular non-attenders are followed up by the Administration/Principal to help understand and support families with their individual situations.

## Behaviour support comment

A key focus at our school was again on restorative practices to support positive behaviour. We also began to implement Zones of Regulation training which will help support all learners to regulate. We all know that children will make mistakes and as a staff we focus on listening and respecting student voice and providing opportunities for relationships to be restored through this practice. On occasion student behaviour choices have required further intervention and support from the DfE Student Services Behaviour Coach and Special Educators who were engaged to develop behaviour plans and professional learning for staff. This year there were 0 suspensions for instances of inappropriate behaviours, down from 3 last year. Our school has worked proactively with the students and families involved to support improved conditions for positive behaviour. There were few instances of bullying and violence reported. When it does occur we adopt a 'team' approach with the Principal, classroom teacher and Pastoral Care Worker, all available to meet with the students and their families.

## Parent opinion survey summary

In 2022, Clarendon Primary School had 32 responses to the Parent Opinion Survey sent to families by the Department for Education. The results were generally positive but also provided some useful information for reflection and improvement. Respect, talks with child and the importance of education were considered significant strengths of our school. Areas to consider as improvement included "receives learning tips", "receives useful feedback" and "has input into learning". As a result of this we will modify practices in 2023 onwards to reengage with the parent community, bring more consistency to our communication and to share goals/feedback with families.

## Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	100.0%

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 staff and volunteers have relevant screening checks. This information is collected and documented, records are maintained by our administrative team.

## 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	9
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	5.4	0.0	3.4
Persons	0	6	0	5

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

## Financial statement

Funding Source	Amount
Grants: State	\$1,162,582
Grants: Commonwealth	\$3,400
Parent Contributions	\$44,652
Fund Raising	\$5,504
Other	\$6,868

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	Principal was released to support staff with classroom management, restorative conversations and meeting with families to support improved well-being of students. School engaged with the Self-Regulation Service for regulation strategies and creating clever classrooms workshops. Our Pastoral Care Worker was funded by the school to work with students who were experiencing difficulties and to proactively education students in positive mindset.	Proactive behavior support was provided to classrooms .  Reduction in suspensions.  WEC results showed greater happiness and optimism in students.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Funding enabled one-to-one support for identified students, as well as intervention programs including Mini-Lit, Phonics JP groups, executive function support and tailored Speech path programs.	Each student receiving support demonstrated growth in learning outcomes.
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	Funding supported the employment of SSOs to run intervention programs and support in classroom learning. Early years funding allowed for regular data collection of early phonics skills.	Year 1 Oral reading fluency results all showed improvement, with scores moving from a range of 76% -100% in term 2 to 92%-100% in term 4.
Program funding for all students	Australian Curriculum	Teachers released to work on Site Improvement priorities in relation to improving curriculum implementation and pedagogical practice. We were strongly supported in this work by the Noarlunga 4 Portfolio with several DfE Units of Work workshops.	Teacher's collaborating to improve practice and build capacity.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding was used to purchase ICT hardware, licenses and programs to improve digital learning opportunities for students.	Integrated learning technologies into classroom learning.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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