Penola Primary School

2022 annual report to the community

Penola Primary School Number: 763

Partnership: South East Coast & Vines

	Signature
School principal:	Mrs Anna Copping
Governing council chair:	Matthew McGregor
Date of endorsement:	**15 December 2022**

Government of South Australia

Department for Education

Context and highlights

Penola Primary School is a category 5 school in the south-east of South Australia. In 2022 we had 151 students in 7 classes. The student population includes approximately:
• 21% school card holders,
• 17% students with disabilities and
• 4% Aboriginal students.
The core business of Penola Primary School is to provide quality teaching and learning programs to meet the current needs of our students and enable to them to be successful beyond school. Penola Primary School is a dynamic and progressive Foundation to Year 6 school with strong links to the community. The school's focus is to develop the whole child: intellectually, academically, physically, and socially/emotionally. The learning opportunities at Penola Primary School are stimulating and challenging, with an emphasis on Literacy and Numeracy. The school is proud of its commitment to the provision of a wide variety of programs and activities, including, The Song Room Music Program, STEM, Japanese, SAPSASA, After School Sports, Arts, Choir and Environmental programs.
Our students have engaged in number of learning experiences including Peter Combe performance, Student Art Exhibition, $20 Boss Entrepreneurial Program, Earth Keeper's Camp, Environment Group, Naracoorte Cross Country, The Song Room program, Mid-South East Athletics, Choir (Adelaide Music Festival and the South-East Music Festival), F-6 camps and sleepovers, Sports Day, Swim and Splash carnivals and have signed up for 'The Resilience Project' in 2023.
In addition to a reading and numeracy focus, staff also participated in Training Development in Berry Street - Trauma Informed Practice, Learning Intentions, Success Criteria and student goal setting and developing their understanding of Learner Achievement Progress Systems and data literacy. One educator applied for a scholarship from the Music Education Strategy and was accepted, supporting the Song Room program and implementation of music across the site.

The school has continued its strong commitment to our community. Our students have actively participated in and contributed to a number of community events such as, the Penola Coonawarra Arts Festival, ANZAC Day, Remembrance Day, Acoustic Music Festival, reading programs with the children from McKay Children's Centre and tree planting with Wattle Range Council. Playgroup
The school has a commitment to pedagogical approaches that see students as capable and competent learners. Programs provide authentic learning experiences that are hands-on, contextual and engaging. There is a commitment to embedding the Australian Curriculum, including cross-curricular priorities and the general capabilities. We see the child as the centre of an educational partnership between home, school and community.

Governing council report

The Governing Council would like to thank Anna and her team for yet another fabulous year of growth within Penola Primary School. 2022 was an interesting start with Covid still causing issues with staffing. To the Teachers, SSO and TRT Teachers, a big thank you for the flexibility you showed earlier in the year. A highlight for was the amount of positive feedback from the wider community I received about the PPS display at the 2022 Penola Show. This demonstrates the connection our wider community has to our school and their investment in seeing it thrive.
The SRC continue to work with the Governing Council by attending meetings and working towards common goals. The Governing Council look forward to working together again in 2023.
The Parent Volunteer Group Continue to deliver great things for our school community. Some of the highlights include the return of the Lucindale Field days, Jelly-Bean tables for all classes and a new Staff Screen. In 2023, we can already look forward to the PVG bringing The Resilience Project to PPS and new reading folders for each student in F/1.
During 2022 the Governing Council Continued to improve classroom spaces with painting and carpet in various classrooms both this year and early into the New Year, funding the extra classroom for 2022 and maintaining the school Canteen. The Governing Council would like to take this opportunity to thank Bridgette and her team of helpers with supplying either Munchies and/or time to help in the canteen. We are very lucky to be able to provide this service at PPS. Finally, the completion of the Front Garden renovation with the recent arrival of the original school bell has been a welcomed addition to this space. A big thank you to Matt Crewe for the time and effort put into this space. It is hard to imagine it not looking the way it does now.
Our Governing Council continues to have a strong focus on having the best learning opportunities and facilities for our students.

Quality improvement planning

Goal 1 – Increase student achievement in reading Years2-7
• 'Learning to Read Words' Reading Implications for teaching and learning.
• Curriculum planning – Reading. Lead by Curriculum Leader
• Reading Brain and Implications for explicit teaching – Maryanne Wolf - The Reading Brain
- The Reading Brain and the Implications for Explicit Teaching
- The Importance of Oral Language
- Reading Comprehension
• Junior Primary educators - Foundational Reading Skills and Introduction to phonics and Phonics Screening Check.
• Implementation of "Sage". This is a Foundation – Year 2 intervention program that aligns and supports our InitiaLit program.
• Reading lesson observations in each class – leadership and peer observations
• Staff have completed "Before, during and after reading" and "Learning to Read Words" course
• Intervention Programs - Heggerty's and SAGE
• Development of a reading continuum and focus on the curriculum planning units.
• Teachers participated in Orbis – Literacy Years 3-6 (Department for Education and University of Melbourne)
• Staff made a 'Reading at Home' video for families

Goal 2 – Increase student achievement in mathematics, particularly the number strand.
• Appointment of Numeracy Coordinator
• Introduction of Booker Numeration assessment.
• Numeracy Coordinator conducted Big Ideas in Number diagnostic testing in across all year levels
• Training and Development – Number talks
• Classroom observations – mental and fluency routines
After reviewing how we were able to implement the actions, it was evident that Numeracy had not been a priority for the year due to the work that was required to implement the reading actions. It was decided Reading needed to remain the focus for 2023 as there is still a lot of work to complete, including completion of the Reading Statement of Practice.

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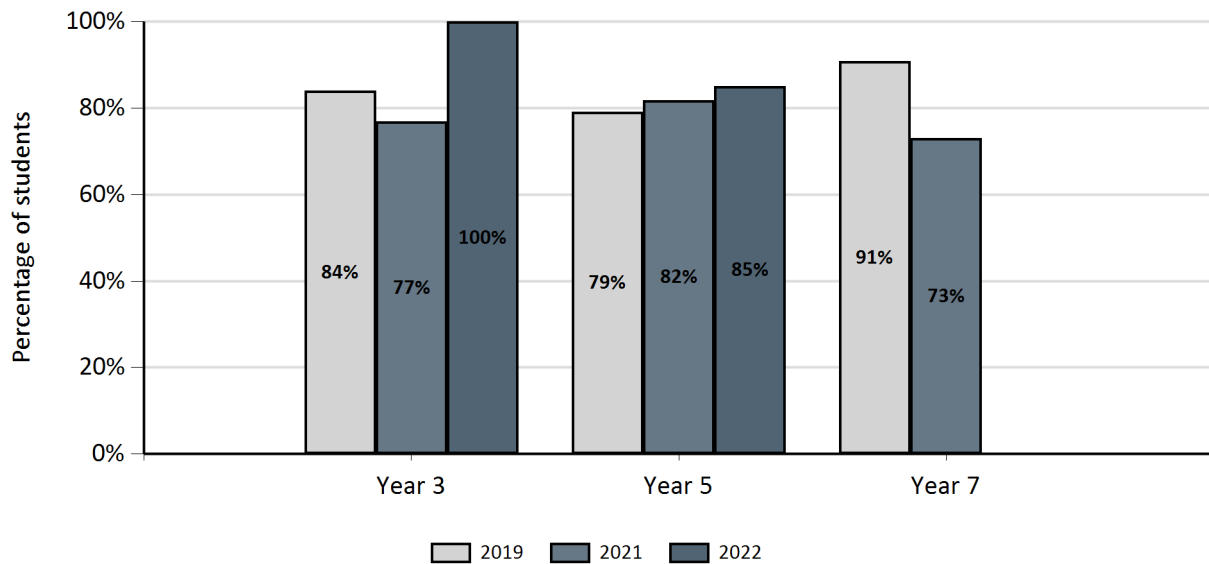
Reading
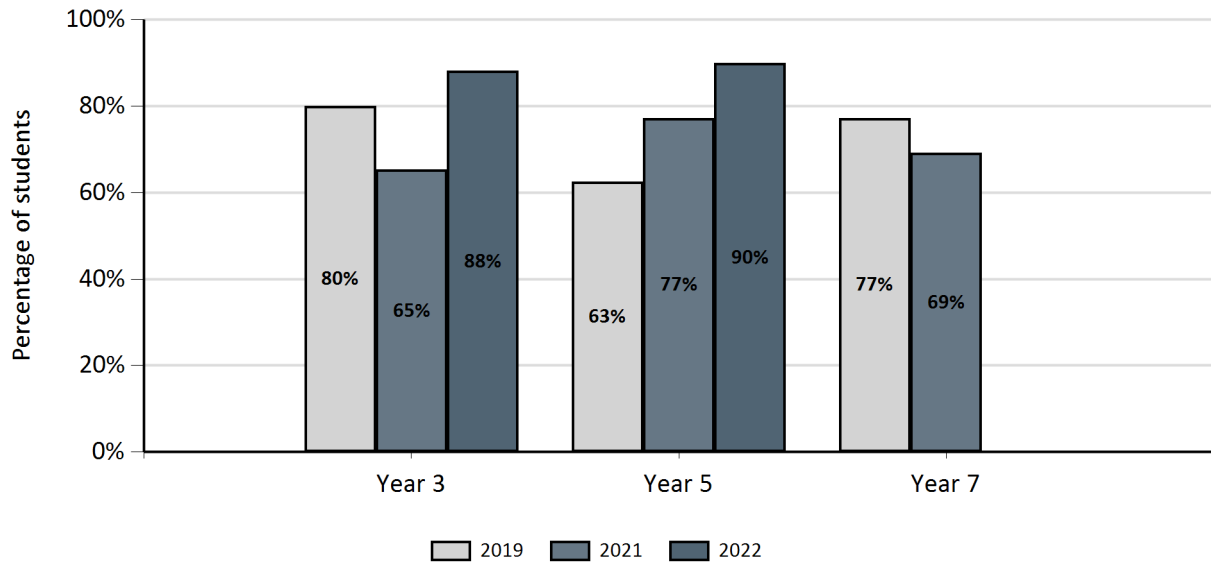
*NOTE: No NAPLAN testing was conducted in 2020.

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	17	17	6	9	35%	53%
Year 03 2021-2022 Average	21.5	21.5	6.0	7.5	28%	35%
Year 05 2022	20	20	7	5	35%	25%
Year 05 2021-2022 Average	21.0	21.0	6.5	5.0	31%	24%
Year 07 2021-2022 Average	26.0	26.0	7.0	5.0	27%	19%

*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.
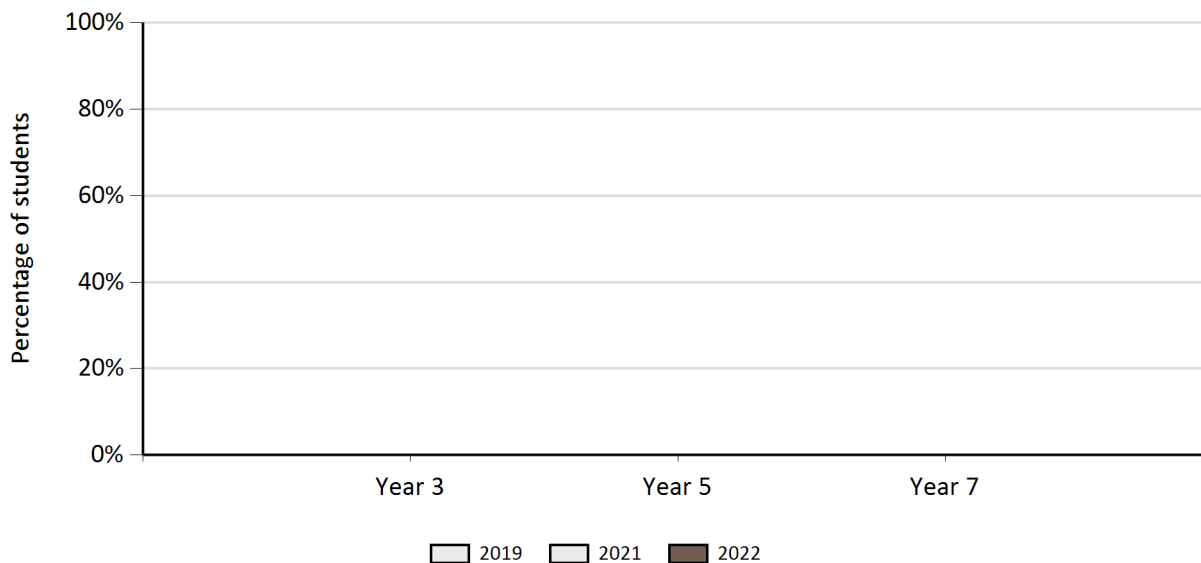Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
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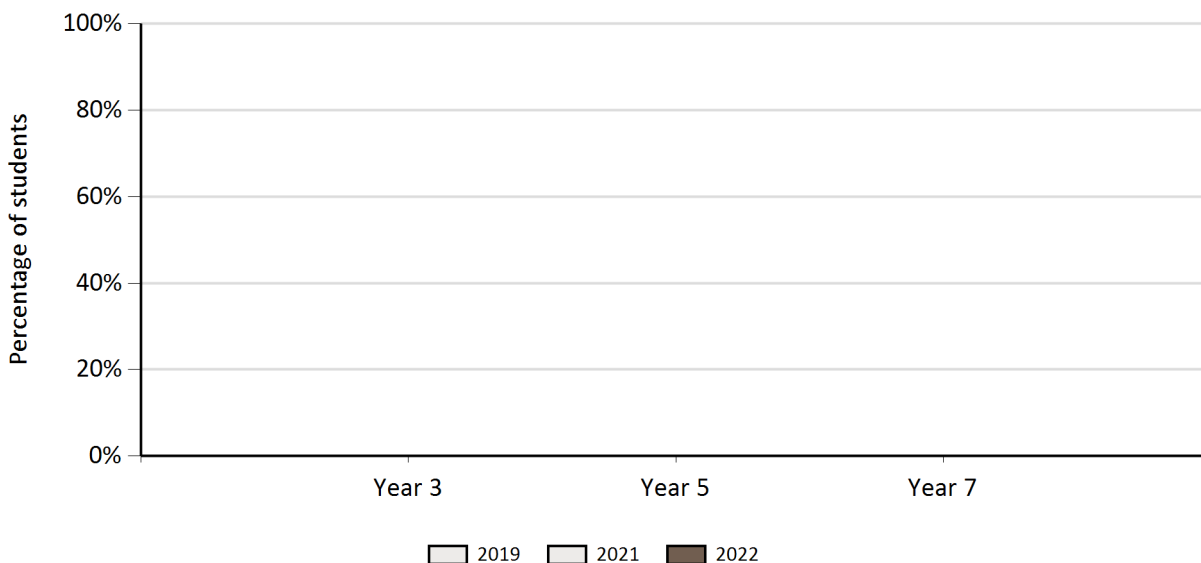Data is only shown for Aboriginal learners.

Numeracy

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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.

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 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: Intervention & Support

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

• APAS funding used to provide literacy intervention program (SAGE), either 1:1 or small group, for Aboriginal students at risk.
• Meetings twice per term with the principal, classroom teachers and SSOs to look over data, growth and future intervention. Achievement data – Initilit screeners, Dibels, Big Ideas in Numbers diagnostic, grades, Phonics screen, PAT and NAPLAN. Results entered into spread sheet.
• ONEPLANs reviewed each term by classroom teacher and Principal. Meeting with parents once per term.
• Through Initialit screeners and PASMs (F-2) identify gaps in learning. Implement intensive intervention such as Heggerty's.
• All Aboriginal students will engage in whole school reading program – students reading to an older buddy or mentor. Every child reading every day.

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

• 4 out 6 ATSI students achieved standard
• Data spreadsheets are available for all teachers to access on staff shared drive
• Improved attendance
• OnePlans reviewed termly with family input

School performance comment

• The Year 1s completed their Phonics Screen Assessment with 75% of students achieving standard. This is an increase from 21% in 2018 and 62% in 2021.
• PAT Reading –
o Stanine 1-2 (lower bands) – 10%
o Stanine 3-4 (Standard Educational Achievement) – 31%
o Stanine 5-6 (PPS's goal) – 43%
o Stanine 7-9 (higher bands) – 16%
o 90% students achieved standard
• NAPLAN
o Year 3
☐ SEA – 88%
☐ Higher bands – 23%
o Year 5
☐ SEA – 77%
☐ Higher bands – 35%

• PAT Maths -
o Stanine 1-2 (lower bands) – 3%
o Stanine 3-4 (Standard Educational Achievement) – 23%
o Stanine 5-6 (PPS's goal) – 45%
o Stanine 7-9 (higher bands) – 29%
o 97% students achieved standard
• NAPLAN
o Year 3
☐ SEA – 100%
☐ Higher bands – 53%
o Year 5
☐ SEA – 82%
☐ Higher bands – 23%
Overall performance score – 0.49 in 2021 to 0.57 in 2022, improvement of 0.8.

Attendance

Year level	2019	2020	2021	2022
Reception	92.6%	89.6%	93.7%	83.7%
Year 1	93.8%	92.9%	95.0%	88.2%
Year 2	94.8%	94.4%	93.3%	89.2%
Year 3	94.0%	94.6%	93.4%	89.8%
Year 4	95.0%	93.4%	94.7%	88.3%
Year 5	95.0%	93.5%	92.6%	89.2%
Year 6	93.8%	95.0%	94.2%	86.1%
Year 7	92.2%	92.0%	91.8%	N/A
Total	93.9%	93.2%	93.6%	87.8%

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

Attendance comment

Attendance continues to be consistent, remaining at 92%. Due to the nature of industries our families work in (viticulture, livestock, cropping and forestry) a number of families take extended holidays over the mid-year break. If student attendance is low, families are contacted by the classroom teacher advising them that attendance needs to improve. If attendance continues to be low, the principal contacts the family via phone and sends a letter stating attendance percentage and offering a support meeting. If after meeting attendance hasn't improved the matter is forwarded to the Department's Attendance Officer

Behaviour support comment

Behaviour incidents at Penola Primary remain relatively low. The behaviour incidents that do occur can be attributed to a small cohort of students. We are working with these children, their families and Student Support Services to improve outcomes for these students and to support their emotional/social development. The decrease in behaviour incidents can be largely attributed to the consistent application of the Behaviour Guidelines.
BEHAVIOUR DATA
Total number of suspensions –   3
Number of students suspended – 1
Number of exclusions – 1
Number of take homes – 2
Number of students taken home - 1

Parent opinion survey summary

• Total of 44 responses
• Highest % of responses in agree or strongly agree
• Highest performing areas – Teachers and students are respectful, the school communicates with me effectively and has useful discussions, children are important and education is important.
• Lowest performing areas (still with over 80% of participants either agreeing or strongly agreeing) – has input into learning.
• Comments – "School is focussed on growth for every student, inclusive of their academic and wellbeing". "It is great to see reading as a priority for the school". "Great communication as a whole regarding school community". "Penola, very good school".
Students – Wellbeing and Engagement Survey (Years 4-6)
• 41 responses
• Results were positive with largest % of responses in High wellbeing and Medium Wellbeing.
• Highest performing areas – Happiness, emotional engagement, important adult at school, connectedness to school, academic self-concept and organised activities.
• Lowest performing areas – Emotional Well-being and Perseverance
• 83% of students said they had experienced cyber bullying.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	50.0%
VI - LEFT SA FOR VIC	1	25.0%

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, pre-service teachers, other regular employees and volunteers are expected to have appropriate working with children checks. All volunteers screened are kept on a data base that is updated as new families start at PPS and old screening checks expire. Any parent/volunteer attending a school camp, sleepover or driving students must have a clearance prior to attending. Pleasingly, the number of parents/volunteers wanting a working with Children clearance continues to increase.

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	3

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	11.3	0.0	8.1
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	$1,697,367
Grants: Commonwealth	$8,100
Parent Contributions	$74,660
Fund Raising	$17,114
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	The Primary School counsellor funding was used for additional SSO hours to support students with additional needs and to fund an additional class.	Whole staff Berry St Training Improved Literacy outcomes for students, with approx. 85% achieving standard on Dibels and Initialit screeners.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Funded SSOs for these children, either classroom support, small groups or 1:1. A portion of this funding went resourcing programs (SAGE). Category 1-9 funding was targeted to specific children.	Students working towards One Plan goals. Data demonstrates improvement.
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	The funding was used for: - smaller class sizes (additional class) - Professional Development for educators – Berry Street (Trauma Informed Practice) - Appointment of Numeracy Coordinator - SSO support for ATSI students and resources - SSO support for Intervention programs - Release time for Big Ideas in Number diagnostic assessment and planning - participation in Footsteps - attendance at Alpha stage show productions - reduction in camps/excursions	Continuity of pedagogical practices Foundation to Year 6. Introduction and establishment of Berry Street Practices
Program funding for all students	Australian Curriculum	This contributed towards reading, writing and numeracy PD. Teachers released in teams to moderate student's work samples.	Development of shared understanding high expectations. Building teacher capacity in spelling and reading. Implementation of Dibels
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding was directed to the appointment of a Numeracy Coordinator, specifically targeting Numeracy and consistency of pedagogical approaches Foundation to Year 6. Working with consultant to implement Dibels Year 3-6	Natural maths and Big Ideas in number embedded Foundation to Year 6. Implementation on Dibels Years 3-6
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A