

# Pinnaroo Primary School



## Pinnaroo Primary School

### 2022 annual report to the community

Pinnaroo Primary School Number: 764

Partnership: Coorong & Mallee

Signature

School principal:

Ms Bronwyn Kay

Governing council chair:

Mrs Tiffany Atze

Date of endorsement:

1 May 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Pinnaroo Primary School is located in the Southern Mallee Council area. It's community is largely stable, multi-generational agricultural families. In most cases, both parents are involved in the family business. At the start of 2022, Pinnaroo had enrolled 72 students. Classes were split grades with F/1, 2/3, 4/5 and 6/7. 2024 will be our final year with Year 7 on site.

COVID related pressures during Term 1 were significant. Despite this, feedback from families was largely positive and the teaching team were creative and flexible in learning new computer systems, with the inherent complexity, in very short time frames. High level community stress has been evident and focused attention on student wellbeing, teacher workload and coherent policies was a supportive strategy and resulted in evidence of resilience in these areas.

Attendance was heavily monitored during this time, as was air quality. The school took delivery of 7 air purification systems that run in learning spaces. We also completed multiple ventilation audits which resulted in fly screens being fitted retrospectively to windows on the McIntosh, Venning and Yarrahville buildings.

Part of our wellbeing work was values review, undertaken with students, parents and staff. Pinnaroo's motto of "Aim High" was maintained with three guiding values of Courage; Leadership and Respect. These values have led budget and curriculum choices as well as being the cornerstone of behavior guidance, wellbeing and protective programmes. During Terms 2 and 3, we sought to have families back on site and to ensure student learning needs were consistently identified and addressed. Open Day, Art Day, Sport Carnivals, camps and excursions re-entered classroom programming.

The site continues to maintain a large multipurpose gymnasium, a small pool, 4 large, well-appointed classrooms with heating and cooling, two student support spaces, a pastoral care space, a kitchen and a music room. Capital works begun in 2021 were completed in scope during 2022. This included removing a small wall in The Oaks, and in the Administration building. Multiple windows were replaced around site. There are multiple site-funded works that require closure during 2023.

We closed the year by saying goodbye to two long-standing staff members and two short-contract teachers.

## Governing council report

### PPS Governing Council - Chairperson Report 2022

Coming into 2022 with fresh leadership, Pinnaroo Primary School endured a very different look to the start of the school year, with home schooling being required of many students for the first weeks. Ongoing restrictions presented hurdles to be worked around by the staff and governing council members, with all school functions being postponed and the Governing Council AGM moving to online.

As joint acting principals, Bronwyn Kay and Caroline White dove headfirst into tackling the challenges of beginning their leadership roles in unusual circumstances and worked tirelessly to minimise the impact on the students and staff. We are incredibly grateful for the enduring mark they have left on our students and the groundwork they have laid in the area of student well-being.

During 2022, the Governing Council worked with the department to find a workable solution to the bus run issue and continued to explore site development opportunities, including the re-working of the STEAM plans for the school. Our focus in the second half of the year turned towards the school's long-term aspirations. Sustainability and school direction are key areas that are being workshopped by the Governing Council and will be central to discussions in 2023.

The recruitment of our new principal starting in 2023 resulted in Bronwyn being the successful applicant. We congratulate Bronwyn on her appointment and look forward to working with her in her role as our principal. The end of the school year also saw four of our teaching staff move on to other schools, including Phil Searles and Ben Holecek, who have been highly valued members of the teaching staff for many years.

I thank Bronwyn, Caroline and the Governing Council members for their hard work and dedication throughout the 2022 school year. I am looking forward to 2023 and the opportunities that the Governing Council will have to serve the Pinnaroo Primary School students, families and staff.

Tiffany Atze

PPS Governing Council Chair

# Quality improvement planning

Pinnaroo Primary School shall provide a safe, caring and challenging teaching and learning environment for all students through a dynamic school community partnership which continually strives to promote excellence and equity. Our Improvement Plan focuses on Literacy and Numeracy.

We went after increased numbers in High Band achievement through visible learning strategies and clearer systems of differentiation of the teaching and learning cycle across the site.

We did develop processes around individual targets and micro-data sets such as DIBELS and Acadience. Clarity around summative and formative assessment schedules was achieved.

In Literacy;

Teachers sought to develop pedagogy of feedback and dialogic practice. This was inconsistently achieved across site. Integration of HASS and Science was successful as a facilitator of expanding background knowledge and vocabulary to support reading comprehension. 32% of children achieved High Band results in NAPLAN. Children identified with the phonic screening check were already accessing intervention programmes.

In Numeracy, 45% of students achieved High Band results in NAPLAN, reflective of teacher skill and motivation in this area, We seek to make this more consistent moving forward. We worked to develop dialogic practice and attend to the developmental nature of Maths by improving our skills in Top Ten, aligned with the Big Ideas in Number processes and strategies.

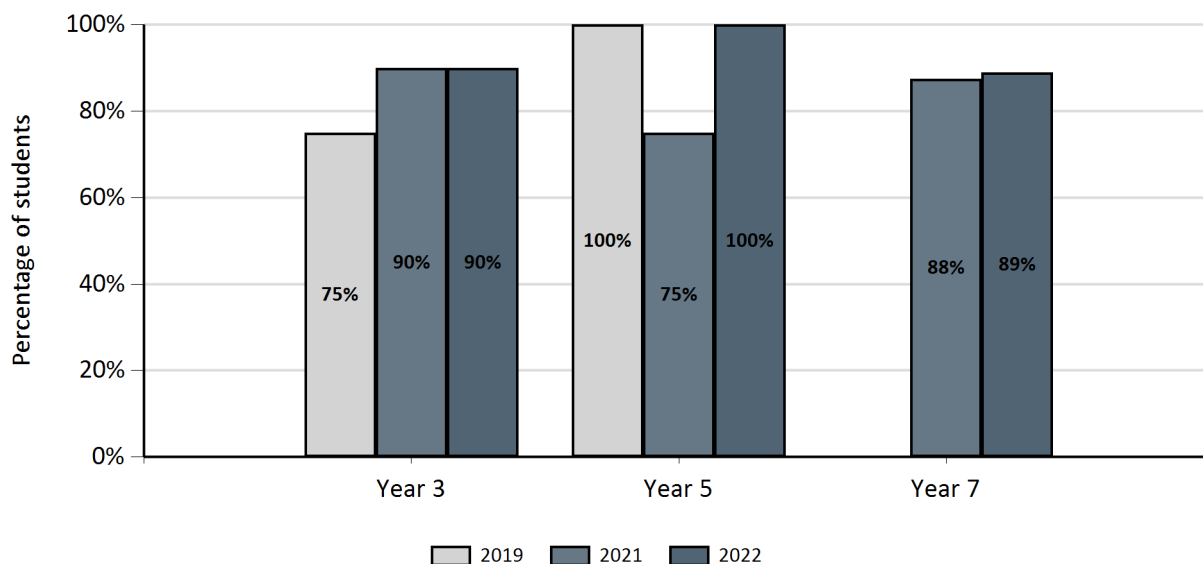
Unit plan uptake was excellent with every teacher using them in some way in most subjects. Discussion around rigour and complexity were indicators of a shifting professional dialogue.

# 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

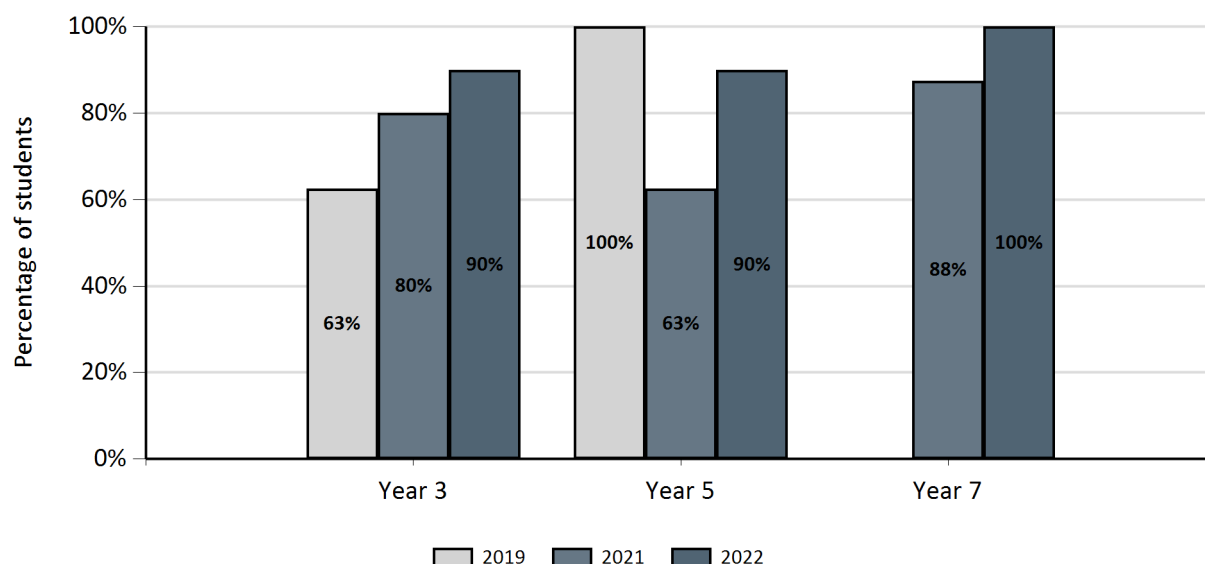


\*NOTE: No NAPLAN testing was conducted in 2020.

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	10	10	4	4	40%	40%
Year 03 2021-2022 Average	10.0	10.0	3.5	3.5	35%	35%
Year 05 2022	10	10	2	4	20%	40%
Year 05 2021-2022 Average	9.0	9.0	2.0	2.5	22%	28%
Year 07 2022	9	9	4	5	44%	56%
Year 07 2021-2022 Average	8.5	8.5	2.0	2.5	24%	29%

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

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

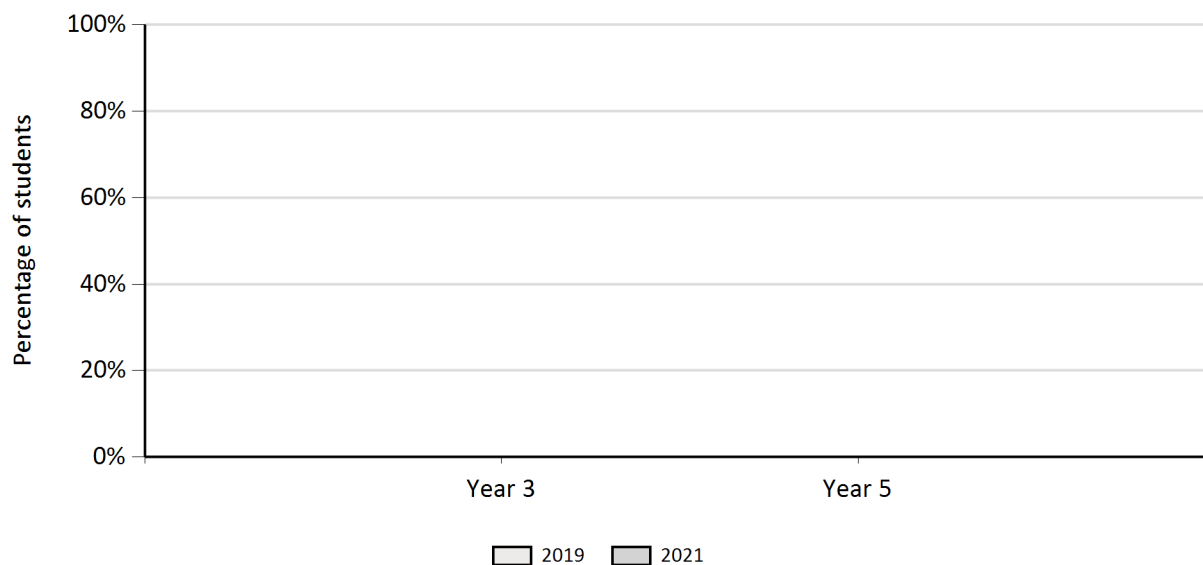
<sup>^</sup>includes absent and withdrawn students.

\*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



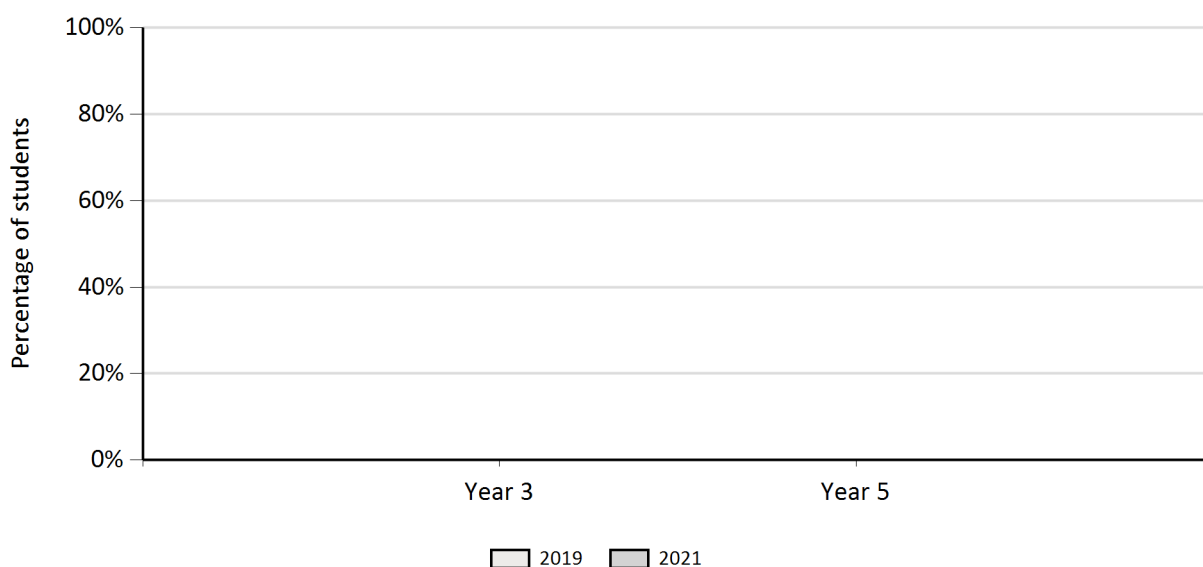
\*NOTE: No NAPLAN testing was conducted in 2020.

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 03 2021-2021 Average	*	*	*	*	*	*
Year 05 2021-2021 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.

## 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:

During 2022, one Aboriginal learner was on-site. Our key indicator was that all identified Aboriginal learners receive additional in-class support or intervention programs from highly trained providers. Individual, ATSI learner achievement data is reviewed/discussed each term at staff meeting. Minutes are taken and kept centrally for all staff to view. Ongoing data collection, individual targets and collaborative planning within One Plan systems support high growth targets for this learner.

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

Our singular student made consistent progress across all his subject areas. In particular, he responded to small group learning opportunities and demonstrated an improved ability to speak and be understood, and to collaborate with peers verbally. He can now speak to an audience and is working at level in all areas.

## School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students 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.

# Attendance

Year level	2019	2020	2021	2022
Reception	86.2%	86.7%	92.2%	73.3%
Year 1	93.4%	91.2%	92.8%	90.3%
Year 2	94.2%	92.6%	89.5%	89.0%
Year 3	90.7%	93.0%	90.6%	88.4%
Year 4	96.7%	91.0%	88.9%	85.0%
Year 5	94.1%	90.1%	93.1%	92.4%
Year 6	94.4%	89.6%	93.3%	90.0%
Year 7	96.8%	89.1%	89.5%	88.6%
Year 8	N/A	N/A	N/A	N/A
Year 9	N/A	N/A	N/A	N/A
Year 10	N/A	N/A	N/A	N/A
Total	93.0%	90.2%	91.3%	88.4%

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

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

## Attendance comment

Attendance down represents COVID concern in our community and also some families with chronic non-attendance. Documentation of communication with families is maintained in Administration. The school supports and promotes the importance of regular attendance for improved student learning and wellbeing. This is done by regular, whole-school and class communication. The Principal works with teachers and key personnel in support services to support attendance. There were isolated occurrences of extreme poor attendance, as well as exceptional family circumstances, family holidays during term time and individual illnesses that impacted on the site's average attendance throughout the year.

## Behaviour support comment

Bullying is a relatively minor issue on site. Improved data collection and wellbeing and engagement strategies have limited this again during 2022. Behaviour management policy and processes continued to be implemented during 2022, with a student, parent, staff review of its delivery. As a result, the document was simplified and greater emphasis was placed on positive strategies to support positive behaviour choices by students and staff. Major incidents were followed up with families. Ongoing minor issues were also followed up this year and resulted in a number of expert assessments and diagnoses that we hope will support individual students into their futures. Pastoral Care worker continued to co-teach with classroom teachers once a week and enrichment opportunities directed related to this area, such as garden, wellbeing, restorative relationships and structured play, were supported. There were no internal suspensions during 2022.

# Parent opinion survey summary

During 2022, 29 families responded to the parent engagement survey. Some Key indicators from the parent opinion survey are as follows:

People are respectful 79% agree or strongly agree

Teachers and students are respectful 69% agree or strongly agree

Communication is effective 73% agree or strongly agree

I know the standard of work 75% agree or strongly agree

I receive useful feedback 68% agree or strongly agree

I have useful discussions about student learning 61% agree or strongly agree

As response to the parent engagement survey, immediate changes were made. Looking toward 2023, unit overviews included scope and sequence indicators as well as ways for parents to be involved at home. Significant consultation occurred regarding schools values, with respect being central. Award systems, reporting in newsletters and behaviour management strategies all came into alignment with our core values of Courage. Respect. Leadership.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	16.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	16.7%
VI - LEFT SA FOR VIC	3	50.0%
WA - LEFT SA FOR WA	1	16.7%

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

All staff are registered with the relevant qualifications as per Department for Education requirements. All volunteers have appropriate screening and participate in RRHAN-EC training. Off site providers supply relevant screen checks prior to working with students on 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	8
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	6.2	0.0	3.3
Persons	0	7	0	6

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

## Financial statement

Funding Source	Amount
Grants: State	\$1,415,583
Grants: Commonwealth	\$4,900
Parent Contributions	\$16,867
Fund Raising	\$4,200
Other	\$39,783

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	Increased wellbeing programmes; What's the Buzz, MYTERN, Girl Wise/ Guy wise. Increased SSO support and small group intervention/ access for targeted students and to facilitate restorative practices.	Protection of wellbeing during highly stressful time, particularly for our seniors. Increase of self-regulation and decrease in behavioural issues in juniors.
	Improved outcomes for students with an additional language or dialect	not applicable	not applicable
	Inclusive Education Support Program	SSO support for Wave 3 intervention. 1:1 support for relevant students. Targeted intervention skills as defined by Oneplan. Upskilling in IESP processes.	Increase in the number of students accessing intervention, via sprints. Increase in access to Australian Curriculum and core classroom levels.  All students made progress on OnePlan and negotiated targets.
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	Student wellbeing directly affects student learning. We continue to maintain classrooms fully informed by Berry St Education Principals. We also utilise our Student Support Officers to facilitate small group and individual support in areas of need.	Decrease in behavioural issues in class. Increased access to intervention sprints and tier 3 intervention programmes across the site.
Program funding for all students	Australian Curriculum	Small group interventions, increased SPRIT access as tier 3 intervention models. Significant SSO hours. All classrooms managed in line with Berry St Education principles of Trauma informed practice.	Decreased behavioural issues during class time. Increased engagement and academic task behaviours. Increased access to differentiated programming beyond classroom.
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal student received 1:1 instruction in literacy and small group programming in numeracy. His data was carefully monitored and principles of high expectations, careful differentiation and culturally sensitive programming were delivered.	Student achieves well at year level and is socially emotionally thriving.
	Better schools funding	Investments in Literacy and Numeracy resources for coherence across site. Targeted investment in STEM also broadened our capacity to deliver the curriculum and ensure minimal numbers of students achieved below SEA	Greater site coherence. Greater staff capacity. Broader range of learning experiences.
	Specialist school reporting (as required)	n/a	n/a

	Improved outcomes for gifted students	Mentoring relationships between gifted students built and resourced. Some acceleration where appropriate.	Increased social/ emotional outcomes protected for Gifted students. Academic needs met. Improved engagement with families of gifted students and support and advice provided.
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