



Ardtornish Primary School

2022 annual report to the community

Ardtornish Primary School Number: 1540

Partnership: Modbury

Signature

School principal:

Mr Mark Hansen

Governing council chair:

Corinne Walding

Date of endorsement:

9 February 2023



Government
of South Australia
Department for Education

Context and highlights

Ardtornish Primary school is a category 6 school in the North Eastern metropolitan area with a student population of approximately 500 students.

2022 was a year of great change as the school community worked to address students' learning requirements flexibly and creatively in relation to COVID, amid the challenges presented by a major building program, which faced continual delays due to the shortage of materials and workers.

In the face of COVID, the staff quickly and effectively organised online learning procedures, due to the high levels of skills they possess in using ICT. Staff used Dashboard Management and Google Classroom to assist the students in effectively using their Google cloud accounts.

In 2022 our one-on-one Chromebook program was extended to the year 4 students due to the move of the Year 7 students to High School. As online learning opportunities increased, we reinforced Cyber Safety principles to ensure students fully understood the need to cautiously use & maintain their privacy online. Parents were provided with information in relation to Cybersafety. We also updated our Chromebook agreement to ensure that every student understood how to use them responsibly.

The move to our two new buildings finally occurred at the beginning of Term 3. This was a demanding and muddy operation, made especially challenging by the fact that the landscaping and paving work wasn't completed. However, the outstanding dedication of staff, who came to school during their holidays to set up classrooms and assist in the movement of furniture and equipment, ensured Term 3 started smoothly. The new buildings are now home to all Junior Primary classes and the proximity of rooms makes communication between staff, and the movement of students between locations for literacy sessions, much more effective. A dedicated Music Room is incorporated into the East building and with all the additional storage space, lessons that require the use of instruments are much easier to organise. The move to new classrooms has also enabled four upper-year classes to move into more spacious double teaching spaces.

In 2022 we actively continued our commitment to improving student well-being. One of the highlights was the creation of new school values. The school's well-being leader led a process, with strong SRC support to revisit and redefine our existing school values, to give the school culture a common direction and purpose. After going through a consultation process, that sort feedback from staff parents, and students, the values we selected were: Be Kind, Aim High, Show Respect, and Bounce back. Posters and teaching resources were developed to promote these values and ensure that everyone understood their importance and how they could be enacted. In parallel with this process, we also developed a 'How to Solve a Problem' chart to explicitly explain how to best deal with interpersonal conflicts. This process suggested four steps 1. Stop and Reflect 2. Try a solution 3. Step Away and 4. Seek help. The school's 'PALS' program, "Play At Lunch Support," continued to give students in years 4 and 5 opportunities to support younger students to engage in positive play activities.

Our Wellbeing Leader also coordinated student support effectively and enhanced the SRC's role as they took responsibility for running a children's Week program, Harmony Day celebration, discos, and other events. The SRC executive group responded to student suggestions and ideas for making our school a place students felt happy to attend.

Vex Robotics training ran for Yr5 – 6 students, and they created, designed, and programmed robots, to solve a problem.

Yr. 4 - 6 Students joined the free Instrumental Music Program and learned percussion, brass, and woodwind instruments. A band was formed to support their development. Our Choir performed in the annual 'Festival of Music' concert and a group of yr 3-5 students performed a floor dance on two nights.

Governing council report

In 2022 the Governing Council convened through a mixture of both online and face-to-face meetings. The use of 'Teams' enabled us to continue to operate in a very effective manner amid COVID restrictions. We welcomed several new members who, on joining the Governing Council, took on portfolio roles.

Our Sports Committee continued to support the strength of our sports programs. Students participated in many sports across the year. 2022 saw our students involved in AFL (2 teams), Dance, Pedal Prix, T20 cricket (16 students), SAPSASA tennis (19 students), netball (6 teams) and athletics (15 students). Several students represented the Tea Tree Gully District in a variety of sports. Two of our dance teams competed in Nationals and did well in a strong competition.

The 'FACE' Committee continued fundraising throughout the year and held their annual Mother's Day, Father's Day and Christmas stalls. The committee also organised the Sports Day BBQ and supported the Pedal Prix BBQ. The committee ran a 'Paint and Sip' evening, bringing together members from the school community for a fun evening. The Keeping Safe with Emmy and Friends program was proudly supported by FACE fundraising. All fundraising activities take a considerable amount of organising and provide a valuable contribution to our school community.

The Grounds Committee continued to monitor and update the school environment. Their tasks were made more complex by the need to continually work around the restrictions that were presented by the building operations. The fire mains were upgraded and completed between the Children's Centre and the Hall. Now the first stage of the landscaping works has been completed, new play areas have been opened and are already in good use.

The Canteen Committee supported the school production of 'The Wizard of Oz' with refreshments and on Sports Day they provide students and visiting community members with food and drinks. They also continued to offer end of term Subway meal deals, dinners for school sleepovers and appetising menus to meet the nutrition needs and lifestyle choices of those attending Ardtornish.

The Finance Committee worked with two new Business Managers in 2022 and both of these skilled people resulted in us reviewing and improving finance processes and subsequently how the budget was reported to Governing Council. The committee diligently streamlined financial procedures to provide greater transparency.

The Wellbeing and Education Committee was involved in the introduction of new school values. These were selected with community input, and they have been extremely well received by staff and students.

Thank you to all the teaching staff, SSOs, front office staff, the leadership team, the Governing Council members, and all volunteers at our school for their amazing support and efforts during another busy year.

Corinne Walding – Chairperson

Quality improvement planning

A review of our students' performance with a focus on literacy and maths results for 2022 occurred in Term 4 and we analysed the school's Running Records, ORF, PAT, and Naplan results to determine what our next actions could be.

The two main improvement foci of 2022 were writing and mathematics.

Our writing challenge was: to provide students with real purposes for writing, explicitly teach writing strategies and provide them with formative feedback that could support their continual writing improvement.

To do this teachers explicitly taught writing and built on students' oral language capabilities

They also designed formative assessment strategies and provided students with explicit feedback. This occurred in parallel with teachers developing a greater understanding and use of the Australian Curriculum scope and sequence so they could better design and teach writing. Furthermore, teachers provided students with more real purposes and audiences for their writing and supported them to better proofread, edit and publish their texts.

As a result of our work in 2022, 27% of yr 5 students and 56% of Year 3 students achieved in the NAPLAN higher bands for writing.

To improve our results further in 2023 we are trialling "The Writing Revolution" program in 2023 to ensure that students are explicitly taught how to construct sentences in the early years. This program has a focus on explicit instruction and the EDI approach is something we are fostering across the school.

Our maths challenge was for teachers to: deeply understand the mathematical content and scope and sequence, at their year levels, and teach using high-impact pedagogical strategies, with a knowledge of assessment and individual students' progress.

To do this staff worked in PLCs to develop an agreed sequence of instruction that matched the Australian Curriculum. In their PLCs they also:

- trialled the use of Explicit Direct Instruction principles and became familiar with the 'TAPPLE' approach.
- supported each other to explicitly teach to automaticity of the definition of key concepts
- worked with the 'Maths Lead teacher' to develop slide shows linked to strands of work
- monitored the acquisition of multiplication facts and developed processes for supporting students to memorise and retain them.
- agree on and taught specific written algorithms.
- trialled the use of the Essential Assessment Software & monitored its effective use.
- collaboratively planned, assessed, recorded and tracked student learning against the Achievement Standards
- began to develop an agreed maths achievement recording system to track student achievement
- set and moderated common assessment tasks and shared evidence of learning with each other.

In 2022, 19% of Year 5 students and 42% of Year 3 students are in the NAPLAN Higher Bands for Numeracy.

Trying to understand the disparity between the performance of students in years 3 and 5 is what is driving our focus on mathematics instruction. In 2023 we continuing to introduce more explicit instruction into our practice and increase the use of manipulative materials so that students can see how mathematical processes such as multiplication, division, and operations related to fractions actually work. We also want to find ways to implement an effective review process so that concepts can be revisited and reinforced on a regular basis and not lost through underutilization.

The power of EDI principles to improve outcomes relates to the fact that student engagement is increased in lessons as teachers explicitly use the, 'I do, We do, You do,' methodology to explain mathematical concepts and processes. The use of formative assessment processes also gives the teacher continual data about the progress of students and assists them to identify what misconceptions they may need to correct. This is why we are committing to developing our abilities to use this method of instruction to improve both literacy and mathematics outcomes.

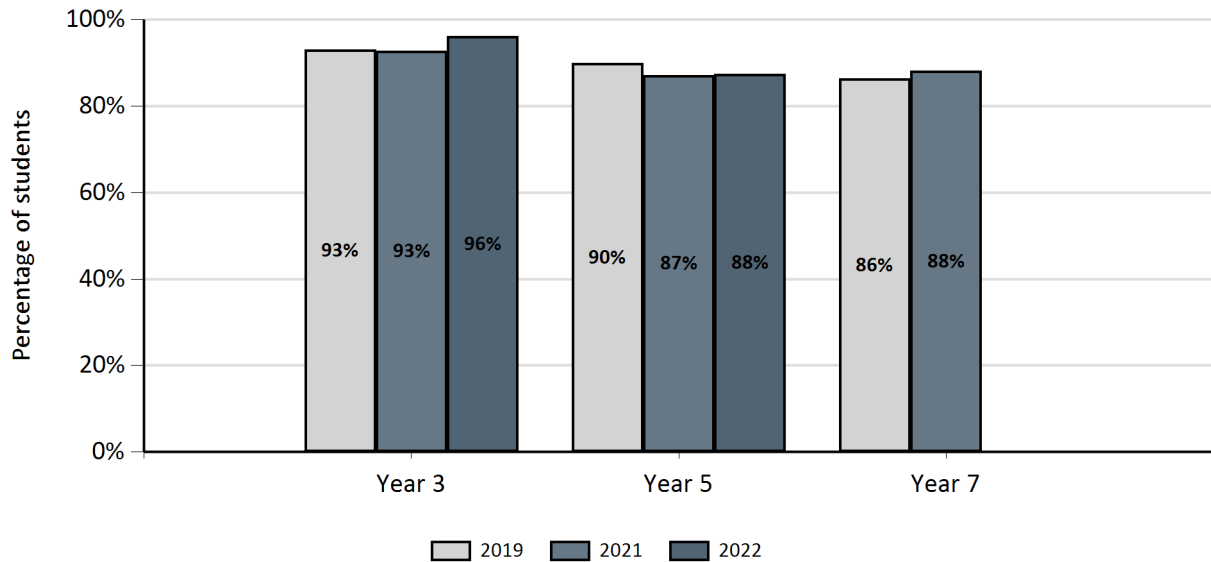
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Performance Summary

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

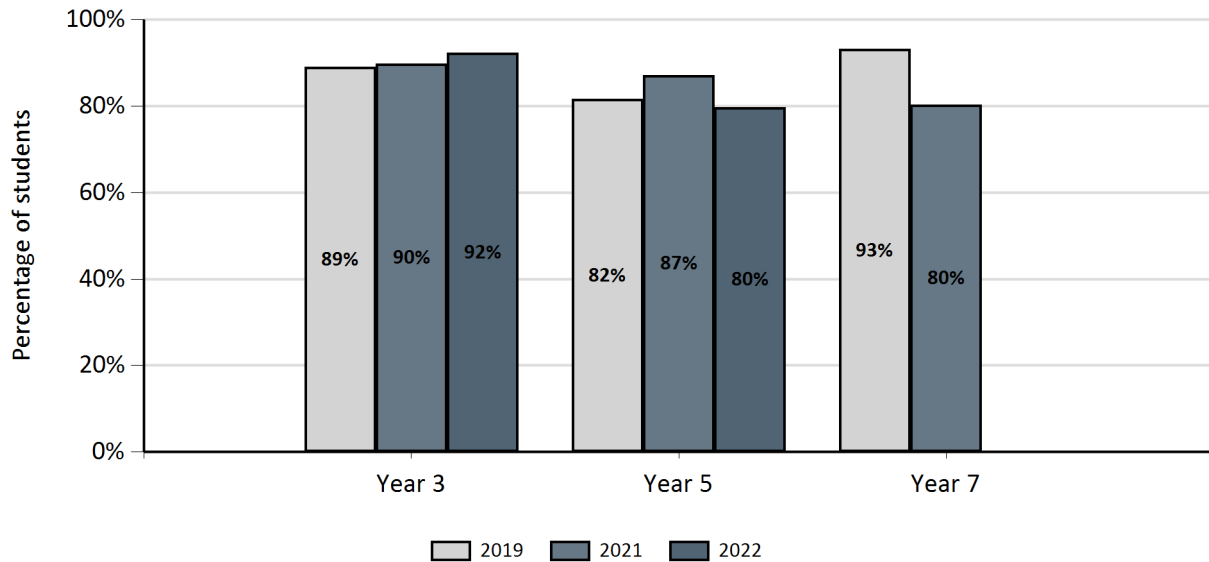


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	78	78	48	33	62%	42%
Year 03 2021-2022 Average	73.5	73.5	46.5	31.0	63%	42%
Year 05 2022	64	64	19	12	30%	19%
Year 05 2021-2022 Average	67.0	67.0	23.0	14.5	34%	22%
Year 07 2021-2022 Average	51.0	51.0	16.0	14.0	31%	27%

*NOTE: No NAPLAN testing was conducted in 2020.

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

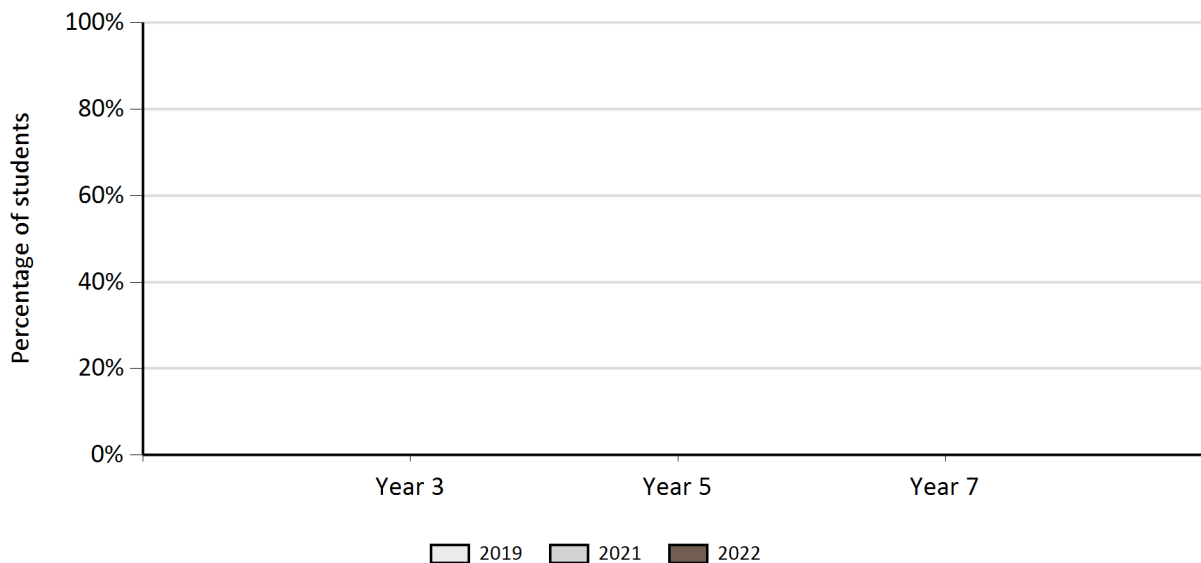
[^]includes absent and withdrawn students.

*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



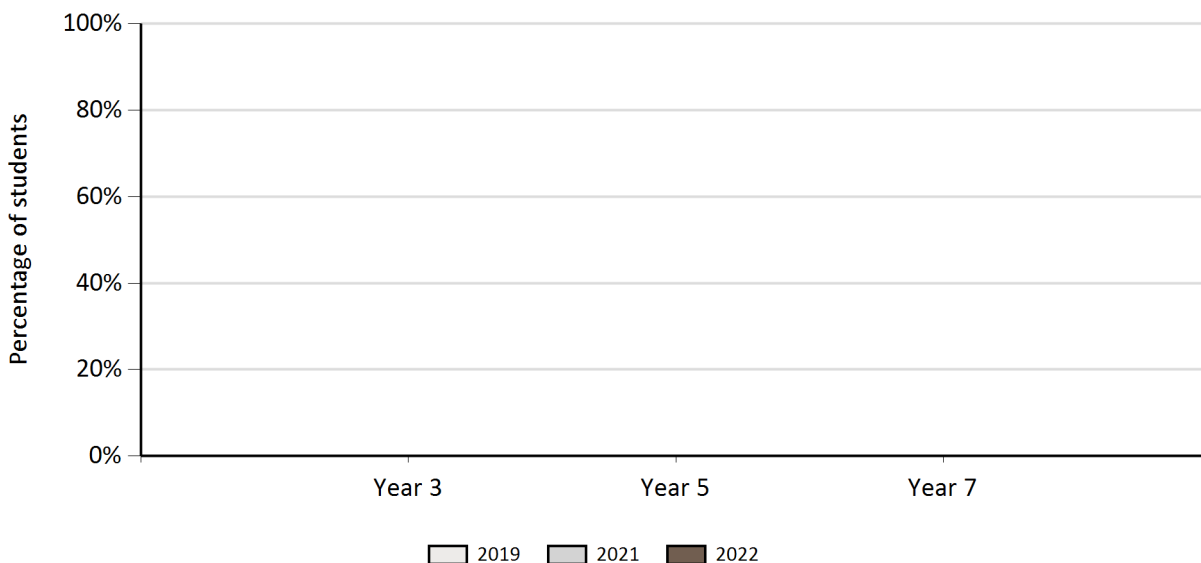
*NOTE: No NAPLAN testing was conducted in 2020.

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

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 [^]		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 2022	*	*	*	*	*	*
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: Quality Teaching

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

All aboriginal students have individualised learning plans. The use of a rigorously implemented synthetic phonics-based reading program is giving Aboriginal students a firm foundation for their literacy development. Students who need additional support with reading are placed in a tutoring program to receive focused instruction. Likewise, the use of EDI principles in maths lessons is ensuring that they are being given high-quality instruction.

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

All Aboriginal students, except two, are performing at or above the SEA for reading. One student, 'under care' is making steady progress and improving, even though the process is slow, as we works with one on one support to develop his basic phonemic and phonic skills through additional tutoring. The other student is also receiving additional support to aid her reading development and is making more rapid progress which is seeing her quickly approaching the SEA standard.

School performance comment

The school is committed to enhancing student learning achievement by using effective teaching approaches that are supported by research. Recognising that consistency of practice is vital, to ensuring students make continual progress, our site improvement plan is focused on supporting all students to understand the goals of their learning and, by providing them with formative assessment, have them actively engaging with tasks and monitoring their development.

Our commitment to staffing an 'early years literacy coach' is ensuring that our synthetic phonics program, "Read Write Inc," is run with a high level of integrity and in 2022:

- 75% of Yr 1 students achieved at or above standard with 25% of these students performing at the year 2 standard or above. Of the 25% of children who did not meet the standard by the end of Term 3 the majority did so by the end of the year and the few remaining students were placed in our RWI tutoring program to receive extra assistance.

- 85% of Yr 2 students achieved above standard with 45% scoring the highest level that can be registered of 30. These students were extended through membership of the independent reading group. Students who fell short of the standard by any significant amount had additional tutoring.

The librarian's role has evolved over the last few years to one that is focused on developing the reading achievement of students in the Primary Years as they experience more explicit instruction on how to comprehend texts while also developing a greater love of reading. Our success in improving reading is reflected by the upward trend in our NAPLAN results at the year 3 and 5 levels.

Our Maths improvement journey has been focussed on understanding the developmental stages students pass through as they become numerate, so we can ensure that they are provided with developmentally appropriate experiences. In 2022, 81% of Year 3 students achieved the SEA for Maths with 43% of students in the higher bands. These students are now more confident problem solvers as a result of the changes staff have made to their practice.

The year 5 students had 19% of students performing in the higher bands and 79% gaining the SEA. The impact of lost days of instruction through COVID absences may be a factor in this decrease in performance but our commitment to becoming more explicit in our instruction will hopefully improve their skills.

The school's participation in the Brightpath program, for the past three years, has assisted our students to write with much more confidence while also using appropriate text structures to express their ideas. The Yr 3 NAPLAN writing assessment shows that 56% of our students are performing in the higher bands. This level of performance sits at 27% at Year 5 and has prompted us to consider what more advanced skills we need to explicitly teach our students. We are using Brightpath to track students' individual development and provide them with specific improvement feedback.

Fluctuations in student-recorded achievement from year to year reinforce the need to look at their ongoing development 'over time' across multiple examples of work as 'one-off' samples may not give a true indication of what they can achieve outside a testing environment where they are not under pressure to write to a specific topic.

Attendance

Year level	2019	2020	2021	2022
Reception	94.1%	90.6%	93.5%	85.5%
Year 1	93.7%	93.7%	94.1%	86.3%
Year 2	94.2%	91.7%	94.7%	87.4%
Year 3	94.2%	91.5%	94.3%	90.0%
Year 4	95.2%	92.2%	92.6%	88.9%
Year 5	92.9%	92.1%	93.6%	87.3%
Year 6	95.2%	88.4%	93.3%	87.0%
Year 7	92.9%	92.2%	88.6%	N/A
Total	94.1%	91.7%	93.3%	87.5%

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

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

Attendance comment

Attendance at Ardtornish had an average of 87.5% across all year levels. Attendance was down on our historical levels at every year level as a result of COVID. Effective processes were in place to monitor and manage unexplained absences and to encourage students to return to school after experiencing COVID isolation.

Behaviour support comment

Ardtornish has an anti-bullying policy published on its website along with advice about how to handle bullying. Anti-bullying training is run with all classes at the beginning of each year and appropriate practices are reinforced and reiterated regularly on a class-by-class basis, as well as at whole school assemblies. Classes and small groups of students participate in a social skills enrichment program, 'What's the Buzz?' to develop common behavioural language. Issues around behaviour and bullying are addressed in a specific section of each staff meeting. Trend data about behaviour is summarized and examined each term. A restorative practice approach is taken to support students to resolve issues and learn from them. Our Well-being leader also facilitated the development of new school values in 2022 that directly link to improving student behaviour as they promote: Being Kind, Aiming High (not just academically but also socially), Showing Respect and Bouncing Back from disappointments. A Problem solving strategy was also promoted across the school to support students to resolve issues that occur with peers.

Parent opinion survey summary

In the 2022, 'Parent Opinion Survey' 134 respondents expressed positive sentiments about the school. 90% of parents reported that they often talk to their children about what happens at school so they are well informed about what their children are experiencing.

The strongest positive ratings acknowledged that people respect each other at our school and that teachers and students treat each other with respect. 78% of parents felt that their children are important to the school which demonstrates that they are aware of the individual care teachers take for their children.

Parents appreciated the level of communication that exists between home and school but only 59% of respondents said they knew what standards of work the school expected of their child. This may be the result of the limited opportunities parents had to communicate 'face to face' with staff due to covid in 2022.

The school has a commitment to supporting student learning by providing parents with useful feedback about the school work but only 52% of parents felt they were receiving it. Likewise, only 47% of parents felt they had useful discussions. In 2023 there will be a focus on rebuilding connections with parents post-COVID.

The school's Leaders have an open-door policy with the community and they actively promote parent participation in the school. They encourage honest and immediate communication of any issues, as they may arise, so they can be jointly resolved.

Levels of complaint are extremely low and issues are always quickly addressed. Parents actively promote the high quality of our school in the wider community.

Staff reported high levels of satisfaction with the school with 84% of them saying the site motivated them to contribute more than is normally required to complete their work and given the opportunity, they tell others great things about working at this site.

The positive school climate has enabled us to maintain a stable staff group over many years so each year we can build on previous learning and our programs are run with greater consistency.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	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

We are fully compliant with the Department for Education's Relevant History Screening requirements.

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	49
Post Graduate Qualifications	15

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	26.7	0.0	14.6
Persons	0	30	0	21

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

Financial statement

Funding Source	Amount
Grants: State	\$4,916,359
Grants: Commonwealth	\$9,127
Parent Contributions	\$122,550
Fund Raising	\$25,612
Other	\$354,235

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	This funding was primarily used to provide SSO support to assist students to reach their documented learning goals in relation to literacy, mathematics and social learning. Funding was also used to release teachers for planning meetings with SSOs, private providers and SSS personnel to further inform intervention programs as detailed in One Plans.	Funding was directed towards the provision of SSO staff that were trained in how to deliver our core literacy programs and how to assist students with co-regulation in individual and small group settings. Student growth was closely monitored through regular One Plan reviews. The use of consistent practices of instruction, by the teacher and SSO, meant that most students were able to increase their level of engagement with the curriculum in a focused manner.
	Improved outcomes for students with an additional language or dialect	Identified students were provided with additional support with reading and writing with a trained SSO, including a bilingual SSO for 1 student. Students accessed small group intervention programs: RWI Tutoring, Fresh Start & Project X.	All students made progress against their baseline data and individual goals.
	Inclusive Education Support Program	Identified students were provided with additional support with reading, writing and social/emotional regulation with a trained SSO. Students accessed small group intervention programs: RWI Tutoring, Fresh Start & Project X, What's the Buzz, and Zones of Regulation.	All students made progress against their baseline data and individual goals.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Funding was directed towards the provision of SSO staff that were trained in how to deliver our core literacy programs in individual and small group settings. Student growth was closely monitored through a database and the size and composite of support groups were varied based on students' needs.</p> <p>The use of consistent practices of instruction, by the teacher and SSO, meant that students were able to increase their level of engagement with the curriculum in a focused manner.</p>	Student development was closely tracked and recorded each term and a review of the success of intervention strategies was undertaken. Participants in these programs made progress and more successfully engaged in classroom learning.
Program funding for all students	Australian Curriculum	This money was used to purchase resources to support our use of The Australian Curriculum in literacy and mathematics and to release staff for training and development.	Our achievement results have been trending upward and staff are more confidently using the DfE learning units.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This was used to reduce class sizes and provide additional SSO support for student learning programs.	More individualised attention for students in classrooms leading to enhanced participation and learning outcomes.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A