INTEGRITY

RESPECT

COURAGE

ROBE
PRIMARY
SCHOOL
I

STAND PROUD

Robe Primary School

2022 annual report to the community

Robe Primary School Number: 384

Partnership: South East Coast & Vines

	Signature
School principal:	Ms Anne Grayson
Governing council chair:	Ben Jess
Date of endorsement:	**25 July 2022**

Government
of South Australia

Department for Education

Context and highlights

Robe Primary School is a R-7 primary school and is currently a Category 6 school within the South East Coast and Vines partnership. In 2020 we had 102 students in 5 classes - 56 boys/46 girls. There were 12 Reception students, 14 Year 1's, 11 Year 2's, 15 Year 3's, 10 Year 4's, 14 Year 5's, 11 Year 6's, and 15 Year 7's.

We have three Cystic Fibrosis children attend Robe Primary School therefore we have 5 composite classes: R/1, 1/2, 3/4, 4/5 and 6/7.

The student population includes approximately:
• 10% school card holders,
• 1% students with English as an Additional Dialect
• 3% students with disabilities and
• 0% Aboriginal students.

Student attendance is usually not an issue, however Covid-19 impacted significantly on this area in 2020.

During 2020 staffing consisted of eight teaching staff: five permanent full-time teachers, a new principal who has a teaching component and two 'contract' part-time teachers. We have five ancillary staff, three working part-time. Our school values are respect, courage and integrity. We endeavor to utilise these characteristics to develop and maintain a positive classroom and school culture and learning community. All children at Robe Primary School are encouraged and supported by staff to be resilient, to be active participants in their own learning, to develop their individual gifts and talents, strive to do their best and be the best version of themselves and to be kind and thoughtful citizens.

Highlights for 2020
- Our 'Quality Start' program at the beginning of the year with the theme – 'We are all in this together'
- Our swimming program in partnership with Kingston Community School
- Our School Sports Day
- Participation in our local community's Remembrance Day ceremony
- Our School/ Kindergarten Transition Program and Year 7 student Transition camp and related experiences
- Parent/ community volunteer assistance in the delivery of 'special' school activities
- Class camps and excursions
- Successful participation in the Premiers 'Be Active' and 'Reading' Challenges
- Book Week
- Our End of Year Concert on the Green / Presentation Night

Governing council report

Major decisions and achievements of the Governing Council/School Council for 2021
- Participating in developing the school budget and the monitoring of it.
- Providing feedback about staff structure, allocation, deployment and class structure options.
- Reviewing of and contributions to school policies.
- Participation in negotiations to change the provider of our school lunches, incorporating the 'Right Bite Strategy' guidelines.
- Support and approval of requests for Pupil Free/ School Closure days and Early Finishes.
- Major works and improvement for our oval surface and irrigation system.
- Reviewing, planning and advising for changes to school grounds development and ongoing maintenance.
- Providing feedback on ways to connect with our parent population regarding our Parents and Friends fundraising committee and the provision of resources to support student learning.
- Consulting with our local council regarding grounds and maintenance issues.
- Alongside our Parents and Friends Committee; supporting the organising of various fundraising events.
- Assisting our Parents and Friends Committee to recruit more members and formalise the structure of the committee.
- Providing advice in relation to our schools I.C.T. communication processes and platforms.
- Providing advice in relation to our school's hall hire fees and agreement.
- Continuing negotiations with our local council in relation to 'off street parking' as a service to the community as well as a 'school kiss and drop zone' in a section of our school oval.
- Continuing to research guidelines and third-party providers for an 'After School Hours Care' program.
- Researching grants and resources to further support school curriculum and resources.

Quality improvement planning

Key actions and progress towards achieving your improvement goals and targets for 2020
In 2020 our site improvement goals and targets:
Goal 1- Improve students' achievement in comprehension across all curriculum areas.
☐ Target: 100% of Reception to Year 2 students to meet SEA levels measured by PM Benchmarks. 95% of Yr 1 to achieve 'Developing' and/or 'Above' as measured by the Phonics screening test. 100% of students to meet SEA measured by PAT-R 5e Comprehension and PAT Maths 4e. 5 students in Year 3 will be targeted to reach 'above standard' as measured by the PAT-R 5e results in Term 4. 7 students in Year 5 will be targeted to reach 'above standard' as measured by the PAT-R 5e results in Term 4.

Reflection
Staff have been focusing on the explicit instruction for comprehension during terms 3 and 4. Teachers and children are now developing a common language to talk about reading comprehension and utilising this language to set individual student reading goals, however this is not across the school. The following data indicates
☐ 100% of Year 2 reading SEA on PM Benchmark
☐ 71.4% of Year 1 reading SEA on PM Benchmark
☐ 58.3 % Year R reading SEA on PM Benchmark
☐ 69.2% of Year 1 'Developing' &/or 'Above' as measured by the Phonics screening test
☐ 100% of Year 2 developing/fluent decoders in Phonics Screening Check
☐ 100% Year 3, 5, 6 & 7 reading SEA on PAT-R5e
☐ 88.8% Year 4 reading SEA on PAT-R5e
☐ Overall, 98.3% of students Y3 to Y7 reached SEA as measured by PAT-R5e Comprehension
Next steps
A continued focus on quality literacy instruction across the school, especially in years R-2, will continue & is vital for the children in our care to become successful readers & writers. We will continue our explicit & intentional focus through modelled, shared & guided reading instruction. We are also introducing Initialit to years R-2 to better support the development of, and systematic instruction in, phonological awareness.
Goal 2- Improve students' achievement in writing
☐ Target: Build a whole school approach to the 5 stages of formative assessment associated to writing instruction supporting 100% of students to meet the SEA for Writing as measured by teacher judgements against the BrightPath ruler in narrative & information report writing by Term 4. 100% of Years 3, 5 & 7 will also meet the SEA in 'Writing', measured by NAPLAN. 11 students in Year 3 will be targeted to reach the Higher bands in 'Writing' in NAPLAN 2020. 5 students in Year 5 will be targeted to reach the Higher Bands in 'Writing' in NAPLAN 2020.

Note: Target - Build a whole school approach to the 5 stages of formative assessment associated to writing instruction and in-particular 'activating students as owners of their own learning' has NOT been focused upon, at all (formally). This will be the 'big idea' that drives our professional learning in 2021

Goal 3- Increase the number of students in Year 7 to achieve 'At Standard' in Mathematics.
☐ Target: 15 of the 18 Year 7 PAT data in Maths 4e will increase in scale score and at minimum above the 50th percentile. Produce an effect size of above 0.6 in QuickSmart Assessment for year 7 students.

Reflection
We are 'not on track' with this goal and have modified our Site Improvement Plan (SIP) for 2021 to focus on 2 goals to facilitate a narrow and deep focus to better support student growth.

Looking forward - 2021
Our instructional focus has been modified to focus on 2 goals, with an overarching target of deep understanding about formative assessment, to ensure our professional learning for 2021 is narrow and deep – this is also in line with directives from our 2020 External Review and addressing recommendations made in the 2016 ER. The success criteria of our 2021 goals have been modified to better identify evidence of growth and achievement.
Learning Sprints process will be revisited in January 2021 to ensure there is shared understanding of LS cycle elements. We are hoping to complete 2 sprints each term.

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
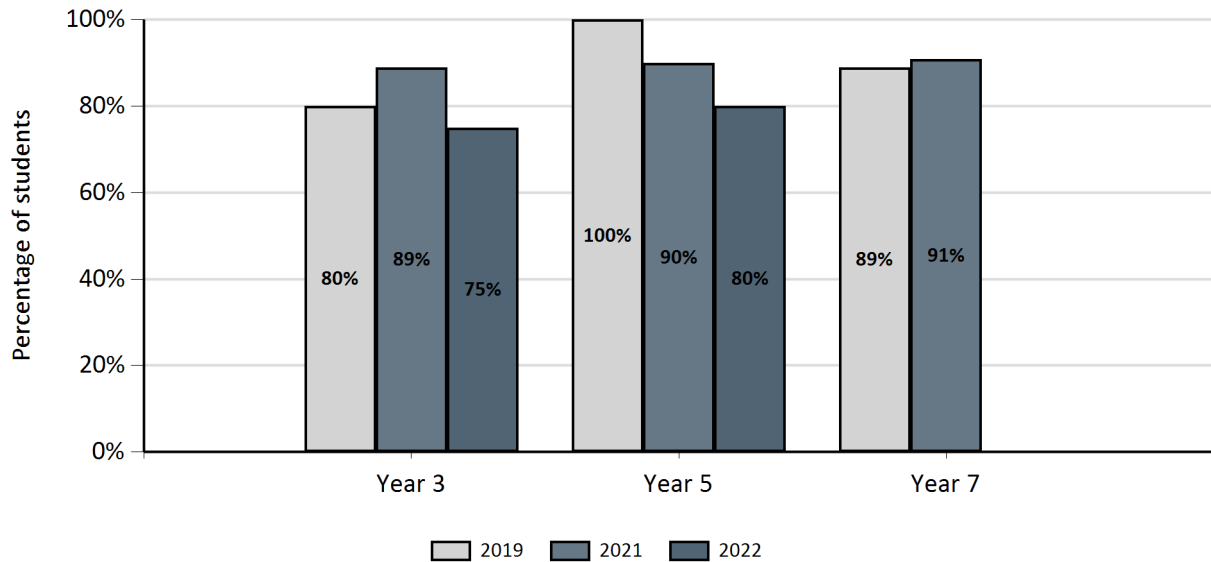
*NOTE: No NAPLAN testing was conducted in 2020.

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.
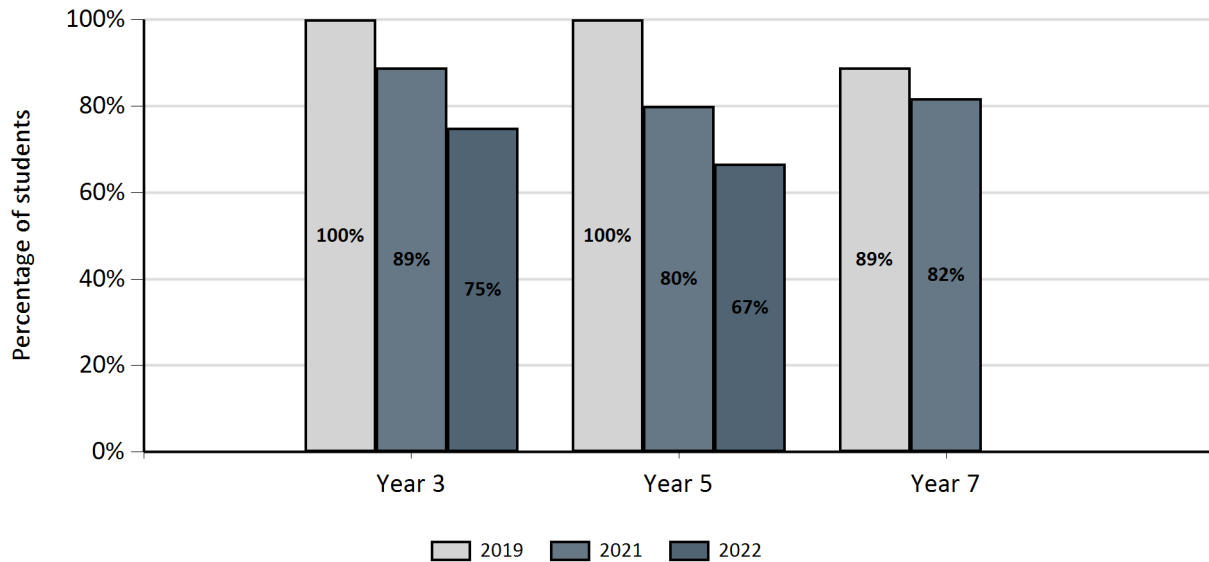
Numeracy

*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	16	16	5	0	31%	0%
Year 03 2021-2022 Average	12.5	12.5	5.0	2.5	40%	20%
Year 05 2022	15	15	4	1	27%	7%
Year 05 2021-2022 Average	12.5	12.5	3.5	2.0	28%	16%
Year 07 2021-2022 Average	11.0	11.0	2.0	3.0	18%	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.

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:

Not applicable

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

Not applicable

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.

The PAT-R data indicates student growth increasing and being maintained over three years as students attend in years 4 through 7 and a slight decline as students move from year 3 to 4. Our SIP focus on explicit instruction in reading comprehension will be maintained in 2021. We will continue to use a variety of in school student data, such as running records and conferences, to regularly 'check in' on student progress and guide our ongoing teaching and learning.

The PAT-M data generally indicates student growth or maintenance of growth over time.

No class data for Year 3 is currently available on our Education Dashboard for Pat-M or Pat-R for 2020.

Phonics Screening Check
This area of literacy learning is still a component within a balanced approach to literacy that we need to explicitly and intentionally target. In response to these results over the last two years, teachers have been utilising Hegarty to address the needs of students that are still developing their phonemic and phonological awareness. Literacy activities have been created for students to engage with the sounds and letters of English in interesting and varied ways. Initialit will be introduced in 2021 across R – 2 to better meet the needs of children more strategically and intentionally in this area.

Attendance

Year level	2019	2020	2021	2022
Reception	93.5%	90.3%	92.6%	90.6%
Year 1	92.1%	91.4%	86.4%	90.0%
Year 2	94.8%	88.5%	88.5%	84.4%
Year 3	96.0%	94.2%	88.7%	90.8%
Year 4	95.4%	96.5%	91.7%	89.0%
Year 5	94.5%	94.3%	93.9%	90.1%
Year 6	94.6%	93.8%	93.8%	90.6%
Year 7	95.2%	93.3%	91.7%	N/A
Total	94.5%	92.8%	91.0%	89.5%

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

Attendance comment

Our attendance rate target of 93% was maintained in most year levels. The drop in attendance in 2020 is due to Covid-19. The particular decrease in Year 2 is due to the extended absence of a highly vulnerable student who has Cystic Fibrosis. Our Attendance Policy requires families to notify the school via text or class dojo, explaining the reason for absence. If this is not the case, families are aware that they need to contact their child's teacher personally via text or phone the school's front office explaining the absence. If no information about absence is received by 9:30am, families are sent a text asking them to contact the school. Staff reach out to families if they have a concern about attendance.

Behaviour support comment

Our 2020 data informs us that there has been several violence/bullying incidents recorded on DUX, however no students have been suspended. For some time, we have placed a significant importance on creating and facilitating a safe learning environment, starting at the beginning of the year with our 'Quality Start' program, which focuses on our school values and behaviour code. It is also when we begin the year long process of teaching the Child Protection Curriculum/Friendly Schools and Families. Our 'Well Being' Cyclic Curriculum' ensures that all topics are covered over a 2 year period. Student opinion in relation to 'Relationships and Communication' support that we have a mostly harmonious learning environment.

Parent opinion survey summary

We received 20 responses which is approximately 20% of our 'parent/carer population'. The responses to the 17 statements were mostly favorable and positive. Overall parents are of the opinion that we have a caring and motivated learning environment that meets their child's learning needs, where they are listened to and provided with relevant feedback about their child's performance. Area's for improvement include parent/carer input into their children's learning and providing useful tips to parents/carers to support children to learn at home. These areas will be addressed by individual teachers in learning discussions with parents/carers and also regular and helpful hints in newsletters.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	50.0%
VI - LEFT SA FOR VIC	2	50.0%

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

Robe Primary School follows the guidelines outlined by the DfE. Working with Children checks are current and monitored regularly for all employees of a part-time, full-time or casual basis, employed by the department. Working with Children checks for all parents/carers attending overnight camps or school sleepovers are applied for, updated as needed and monitored accordingly and checks are applied for and updated as needed for parent/carer volunteers (if their own child is not involved in the service or activity). Documents are scanned and filed in a shared school drive.

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	14
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	7.0	0.0	3.4
Persons	0	9	0	5

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

Financial statement

Funding Source	Amount
Grants: State	$1,312,223
Grants: Commonwealth	$5,500
Parent Contributions	$53,654
Fund Raising	$14,841
Other	$7,599

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 funding was utilised to support a member of staff to be our Well-Being coordinator – supporting children at school and helping families to access external well-being services.	Strengthening home – school connection.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	The funding was utilised to employ two SSO's to support our 3 Cystic Fibrosis students with classroom learning programs and supervision at recess and lunchtimes.	Student progress is being made towards NEP/ONE PLAN 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 has been allocated to various budget lines to assist our teaching and learning programs in the early years and in accessing educational experiences such as camps, swimming lessons, access to internet/ ICT hardware, visiting performances and excursions for children in R-7. Additional S.S.O. hours for in class support during numeracy and literacy blocks Staff professional development costs Extra TRT days for One Plans	Student growth is evident in PAT. Testing and Phonics Screening test, as well as other site based diagnostic Data, such as PM benchmarks and spelling assesments
Program funding for all students	Australian Curriculum	Staff professional learning and provision and purchase of resources.	As above.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Data collection I analysis: e.g. additional PAT tests, Bright-path, Score-link and Essential Assessment T and D costs. - Additional S.S.O. hours	Efficient, accurate data analysis informing teacher practice
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA