



Tarlee Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Tarlee Primary School Number: 430

Partnership: Lower Mid North

Name of School Principal:

Chris Turrell

Name of Governing Council Chair:

Michelle Heathfield

Date of Endorsement:

19/03/2018

School Context and Highlights

In 2017 we began the school year with 17 students. The school day was structured to allow for 2 classes being junior primary and primary with a focus on literacy and numeracy in the morning. The afternoons all students worked together in one class on other curriculum areas. Over the course of the year there was a greater than 50% increase in student enrolment at we completed the year with 26 students.

It was a very productive year at Tarlee, with many high quality learning experiences. Student opinion surveys highlight their belief that they are supported and challenged at school. We continue to have on-going development of each student's Individual Learning Plan.

A specific aspect of our Site Improvement plan this year has been the feedback focus. Students have continued to learn the 'language of learning' by giving and receiving feedback, using assessment criteria to measure learning and, in the upper primary, developed their own learning portfolios.

At the end of 2017 the class groups were surveyed to ascertain their highlights:

JP top 10 for the year

Equal 7th - Visit to Hamley Bridge Primary for Gratitude Day/ Wiz Bang Excursion

6th – Computers

Equal 5th – New White Board/Kapunda Train Park/Decorating the Christmas Tree

4th – Ipads

3rd – Visit by Ninja Warriors

2nd – School Camp

1st – Christmas Concert.

Primary Top 10.

Equal 6th – English, Scratch and Dance

Equal 5th – Maths and PE

4th – School Concert

Equal 3rd - Battle Bots and Riverton Transition

2nd - Wiz Bang

1st - Victor Harbor Camp

Governing Council Report

Firstly I would like to thank everyone for their commitment to making this a successful year with everyone onboard with the students well being this translated to the best learning for them all.

In 2017 we started with a new principal, Chris Turrell & a new upper teacher Brooke.

Kylie Steed was appointed permanently to the school this year.

The year was very business as usual, with lots of activities & excursion. We also had visits from varies people like Operation Flinders, Ninja Warriors, also a visit from Alain from Blangy-Tronville in France. Some students & parents are going to France next year for the re-naming of their school.

Some of the activities included – Sports day at Saddleworth, Swim Carnival, School camps to Victor Harbour & Adelaide, SAPSASA in Burra, School concert, Old Stockport School House & many others.

Thank you to Chris,Brooke,Kylie, Sue and everyone for all your hard work that has made this great year.

Michelle Heathfield

Chairperson

Improvement Planning and Outcomes

2017 was a year of investigation and experimentation in relation to improvements in teaching practise to improve student learning outcomes. The main subject focus was mathematics and the pedagogical focus was student and teacher feedback following the theories of Visible Learning. As a result of this different approaches were used in classrooms including:

1. Development of assessment criteria rubrics to guide learning tasks,
2. Focussed teacher feedback in relation to task design,
3. Student to student feedback during morning talks and
4. Development of student learning portfolios.

Teachers also used the AITSL Teaching Standards as a basis for their Personal Learning Plans.

Over the year the teachers also worked with teachers of similar year levels from neighbouring schools to develop units of work that they then trialled in their classrooms. At the end of the year they brought back work samples that students had developed and worked through a process of moderation of the different samples to reach a common understanding on what standard the work was at.

Specific targets for achievement were set for both Maths and reading which reflected those developed by the Department for Education and Children's Services.

PAT Maths Scale Scores

Year 3 - 101 or above
 Year 4 - 110 or above
 Year 5 - 112 or above
 Year 6 - 120 or above
 Year 7 - 121 or above

PAT Reading Comp Scale Scores

Year 3 - 95 or above
 Year 4 - 106 or above
 Year 5 - 112 or above
 Year 6 - 118 or above
 Year 7 - 120 or above

Running Records

Reception - level 5 or above
 Year 1 - level 13 or above
 Year 2 - level 21 or above

The PAT Maths results last year showed a low student achievement while in PAT Reading achievement was closer to but still below the 70% target for both literacy and numeracy.

In 2018 the Site Learning Plan will focus on Mathematics development using the Big Ideas in Number and common misconceptions as highlighted by focussed analysis of the PAT maths test. This will be a part of the shared numeracy agreement that will be developed in term 1. The second focus aspect of the learning plan will be reading which is also a vital part of student numeracy as if students cannot read a problem they find it very difficult to comprehend it's intent.

The policy review cycle has a large number of policies warranting review in 2018 and this will necessitate much discussion.

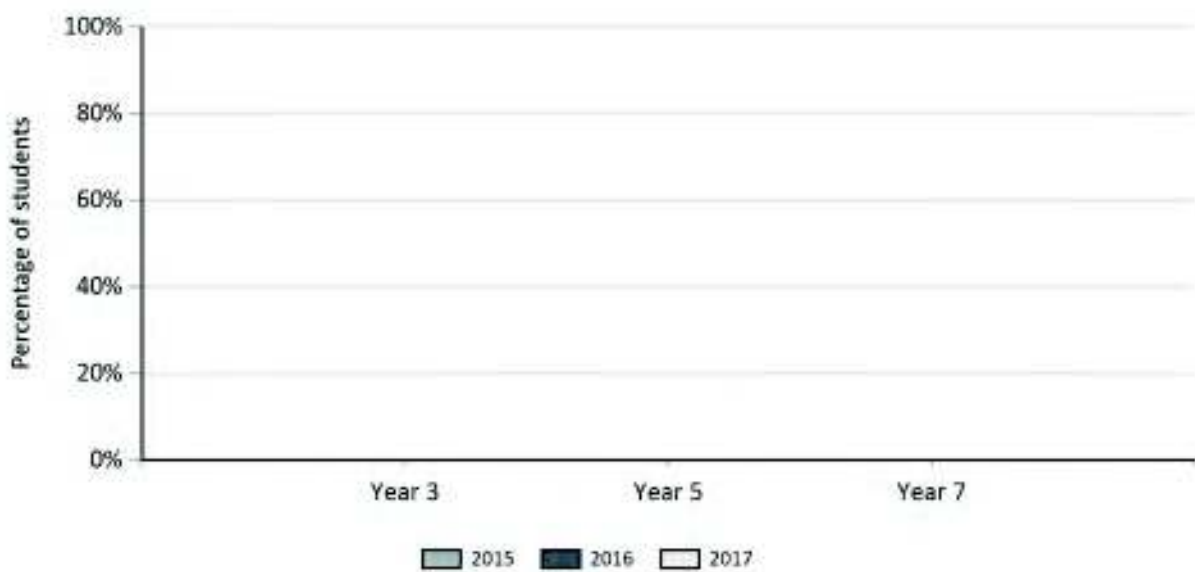
There is to be a site External Review in term 2, 2018 which will result in further specific directions to be implemented in 2018.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

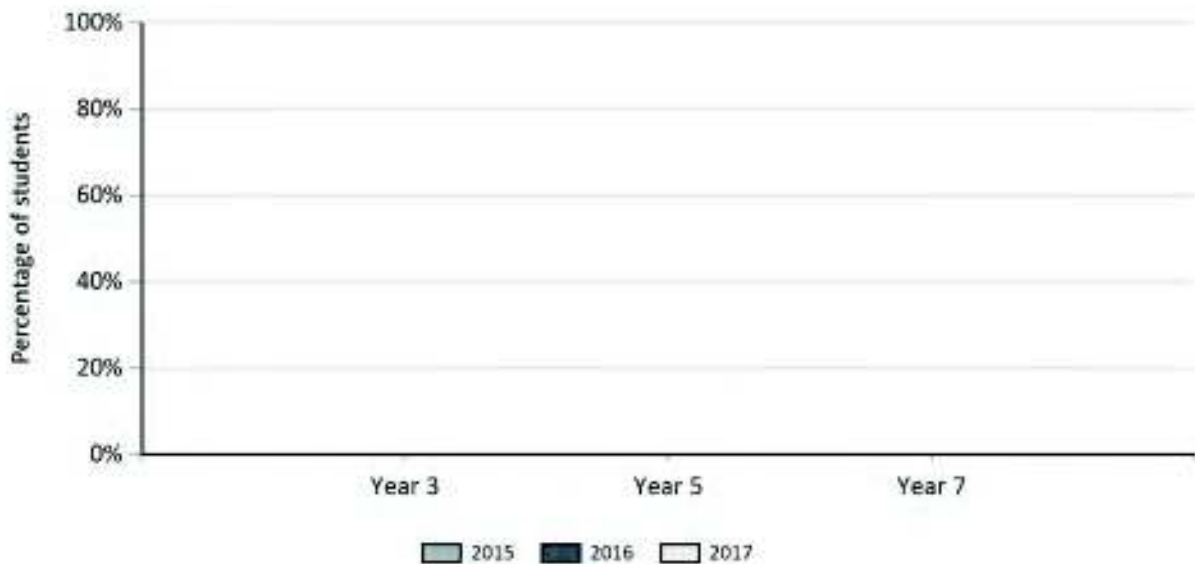
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	25%
Middle progress group	*	50%
Lower progress group	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

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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 3 2017	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

School Performance Comment

In 2017 only 3 students completed NAPLAN testing as we only had year 7 students. There were no year 5 or year 3 students. As the cohort of year 7s was so small it is inappropriate to comment on their achievements as the data would make identification of individual students possible.

Attendance

Year level	2014	2015	2016	2017
Reception		94.8%	89.2%	96.2%
Year 1	97.8%		95.0%	98.5%
Year 2	97.1%	96.5%		97.5%
Year 3	94.0%	95.0%	97.3%	
Year 4	94.7%	92.2%	100.0%	98.2%
Year 5	93.6%	94.6%	97.0%	
Year 6	97.8%	96.2%	95.8%	89.3%
Year 7	91.9%	98.0%	89.6%	99.4%
Total	94.9%	95.0%	94.4%	96.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

The attendance target for all students in 2017 was 95% with the actual being 96.3% which was a very pleasing result. It can be noted that year 7s had the highest attendance for the year and year 6 the lowest. Analysis of actual reasons for absence have a proportionally high percentage of family reasons and this will be followed up in 2018.

The Lower Mid North Schools improvement target was a 5% increase in the Number of students attending 90% or more. At Tarlee all but the year 6s in term 2 and year 1s and year 6s in term 4 achieved the 90% target or more.

Behaviour Management Comment

The behaviour management process at Tarlee follows a series of steps dependent on the severity of behaviour. Initial review is 'Think Time' followed by a 'Re-Think' if the behaviour continues to be an issue. In 2017 no students were involved in the 'Re-Think' process.

There were no suspensions at the school in 2017.

The Student Behaviour Management procedures are due to be reviewed in 2018 to further clarify school practise.

Client Opinion Summary

The students at Tarlee are generally in the strongly agree to agree category in the way they feel about school. Most agree that they are well supported by the school staff and that their concerns are listened to and addressed. 76% of students strongly agree that their teachers motivate them to learn while 71% strongly agree that the school gives them opportunities to do interesting things. Unfortunately 19% of students strongly do not like to be at school.

Unfortunately we had a very low return rate for the Parent Opinion Surveys and as a result the feedback is not valid. In 2018 we will need to look at alternative ways of gathering the opinions of the parents at Tarlee.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	4	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Tarlee Primary School adheres to the recommended procedures as regards DECD Criminal History Screening.

All records are updated on EDSAS and also a paper version is secured appropriately.

Teacher Qualifications 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	6
Post Graduate Qualifications	0

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: 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	2.2	0.0	2.4
Persons	0	3	0	4

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$522280.39
Grants: Commonwealth	\$2367.00
Parent Contributions	\$8942.01
Fund Raising	2667.00
Other	238.99

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Visible Learning Methodologies focussing on feedback have allowed students and teachers to develop a common language to talk about engagement in learning.	students report that they are challenged and supported in their learning.
	Improved Outcomes for Students with an Additional Language or Dialect	Not Applicable	
	Improved Outcomes for Students with Disabilities	Each student who has an NEP has it continuously monitored and teachers regularly meet with parents to discuss progress.	Success in achieving short term goals are noted and new goals recorded
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	As a school in a rural location with small student cohort a significant amount of funding is used to provide experiences for students that would be cost prohibitive if all costs were passed on to parents and caregivers, including camps excursions and incursions. The Site Improvement Plan has a focus on improved numeracy outcomes for students specifically in relation to PAT M testing. Funding in this area was used to support differentiation for the multi-age classes and one on one or group SSO support.	New learning opportunities were provided for the students. Targets set were not reached in 2017.
	Australian Curriculum	Personal Learning Communities were used for staff to develop and moderated learning tasks across the Partnership.	PLCs met and learning tasks achieved.
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	This funding helped support the running of 2 classes in the morning focussing on literacy and numeracy.	Students were provided with a differentiated curriculum in Maths and English.
	Specialist School Reporting (as required)	not applicable	
	Improved Outcomes for Gifted Students	not applicable	
	Primary School Counsellor (if applicable)	Counselling was managed by the principal as part of his role with a focus on restorative justice principals.	Student surveys reported that they felt supported.