

Rendelsham Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Rendelsham Primary School Number: 375

Partnership: South East Coast & Vines

Name of School Principal:

Emma Howell

Name of Governing Council Chair:

Billie Bellinger

Date of Endorsement:

21st February 2018

School Context and Highlights

Our school provides a community focus. We are a small school with students coming from the nearby fishing township of Southend 12km away and families from Rendelsham and its surrounding farming area. The rural setting provides a peaceful, welcoming ambiance.

By car, Rendelsham is ten minutes from Millicent and Southend, fifty minutes from Mt Gambier and four hours from Adelaide. Positive behavior is encouraged through respect for one another and an understanding of watching out for each other.

Student movement into and out of the school is generally minimal. The students attend Rendelsham Kindergarten prior to starting school and most students move on to Millicent High School.

Less than 1% of the students are School Card holders. This site has an Index of Disadvantage 6.

2017 ended with an enrollment of nineteen students. The staff comprises of an Acting Principal, one full time teachers, two part time teachers and two support staff.

Teaching programs are directed by the Australian Curriculum and students learn Indonesian through the Open Access College.

We had a change in leadership mid-year with Sandra Stewart retiring & Emma Howell stepping into Acting Principal role.

2017 HIGHLIGHTS

The students have enjoyed focused and stimulating learning. In addition, students participated in a range of enrichment opportunities including:-

Beach Picnic	Sailing	Development of new play space	Swimming Lessons	
Police Visit	Lions Mad Minute	Jack Attack	Visits to Public Library (Millicent & Mount Gambier)	
Book Week	Naracoorte Cross Country	Basketball Skills Clinic	Basketball Round Robin	
Open Access Indonesian	Sports Day	SAPSASA District Athletics	All Sorts Lunches	Gardening
Cooking	Naracoorte Caves			
Camp Out Day	6/7 Aquatics Camp		Whole School End of Year Celebration Day	
Remembrance Day Ceremony		Circus Challenge	Transition (Kindy-School)	
Concert	New IWB			

One student participated in SAPSASA Athletics day in Adelaide

All students completed the Premier's Reading and Be Active Challenges. We were invited to attend both award ceremonies after we were recognised as one of the high achieving schools in SA.

Governing Council Report

2017 business has mostly been consolidation of developments and maintaining the management of the school. Seven parent council members were elected with regular attendance. Meetings were scheduled twice per term. Sub-committees were Finance, Grounds and Parent Club.

The Finance Committee met prior to each Council meeting where Budget Reports were monitored to ensure that funds were spent for the benefit of the students including staffing and class structure.

The Grounds Committee's main focus for the year has been developing the play space with works being over seen by Facilities Manager Peter Seebohm. The addition of a mud kitchen & nature play space including a jetty, sandpit and boat being the highlights.

Council supported the Site Improvement Plan with its focus on improving learning outcomes in Literacy & Numeracy.

Councilors valued staff attending Professional Development offered to support the implementation of the Australian Curriculum by approving Pupil Free Days. Staff attended several trainings based around moderation as part of a DECD priority.

It supported the budget; subsidizing excursions, performances and the year 6's attending aquatics camp to ensure full participation of students, as well as the installation of two new class room Interactive White boards.

The Council also oversees the Tuck Shop which provides lunches for the students once a week and is operated by volunteer parents.

The Parent Club, as a sub-committee of the Council, continued to support the school by providing special lunches and some fund raising as well as helping with the organisation of beach picnic, camp out day and Coast Line Sports Day. The Governing Council is positive and supportive.

Improvement Planning and Outcomes

STEM, Numeracy and Literacy were identified as the three priorities by staff as the core business of our work for 2017. This led our Site Improvement Plan, as well as Professional Development Plans being focussed around all three areas. All teaching staff focused on how to develop and build on skills and knowledge in these areas for both themselves as life-long learners and researchers, as well as the children. An underpinning focus on Building Positive Relationships within the Community has continued to remain a focus from 2016, with continued growth in community involvement. From the commencement of the year it was evident that parents were keen to support the school. Seven parents again accepted nomination to the Governing Council and maintained strong involvement and attendance throughout the year. Our Parent Club has continued to thrive with strong involvement from seven mothers, helping to coordinate Beach Picnic, Camp Out Day, All Sorts Days, Tuck Shop, Sandy's Farewell Celebrations and end of year concert. One of the parents has helped to establish & maintain our amazing vegetable and herb garden, volunteering her time every Wednesday and Friday morning to work with both classes. This has also led to quite a bit of cooking.

Communication has continued to be a strong point between school and home with use of our Face book page and School Stream app. complimenting newsletters, notes, phone calls, emails and face-to-face chats.

A change of leadership mid-year saw the retirement of long-serving Principal Sandy Stewart. Emma Howell stepped into the Acting role and Nicole Bradley (0.8) & Jo Wilson (0.2) joined the team in the Junior Primary class. Due to this we opted not to send out Parent & Student surveys this year, deciding instead to send them out mid year 2018 so that we will have had a year of change to reflect on.

Camp Out Day this year would have to have been a highlight with our invitation spreading to the wider community. We doubled the amount of lunch orders that were placed from 2016, as we had a lot of families attend with children who are not at school yet. It had a fabulous community feel, with lots of people from all ages in attendance. This year it coincided with International Outdoor Classroom Day.

Our transition program between kindergarten and school continues to go from strength to strength with all four kindergarten children coming to Rendelsham Primary in 2017. Jenny, Paula, Emma and Nicole have worked closely all year to establish strong relationships. With Emma attending several Kindergarten Governing Council meetings and giving parents tours of the school. We are working on building strong relationships with families so that they feel a connection with our school community, even prior to officially beginning school. Tarina Jones is employed in both sites as a SSO & ECW, which helps to build strong relationships and a feeling of consistency. This will not only help to support all Reception students to settle in, but to also support two of the children which Tarina has been working with on speech programs to continue from where they are up to. Three out of four teaching staff are involved with Results Plus. This has helped our school to move ahead, particularly with our STEM priority. All staff have attended training and development specifically related to our SIP and their individual Professional Development Plans.

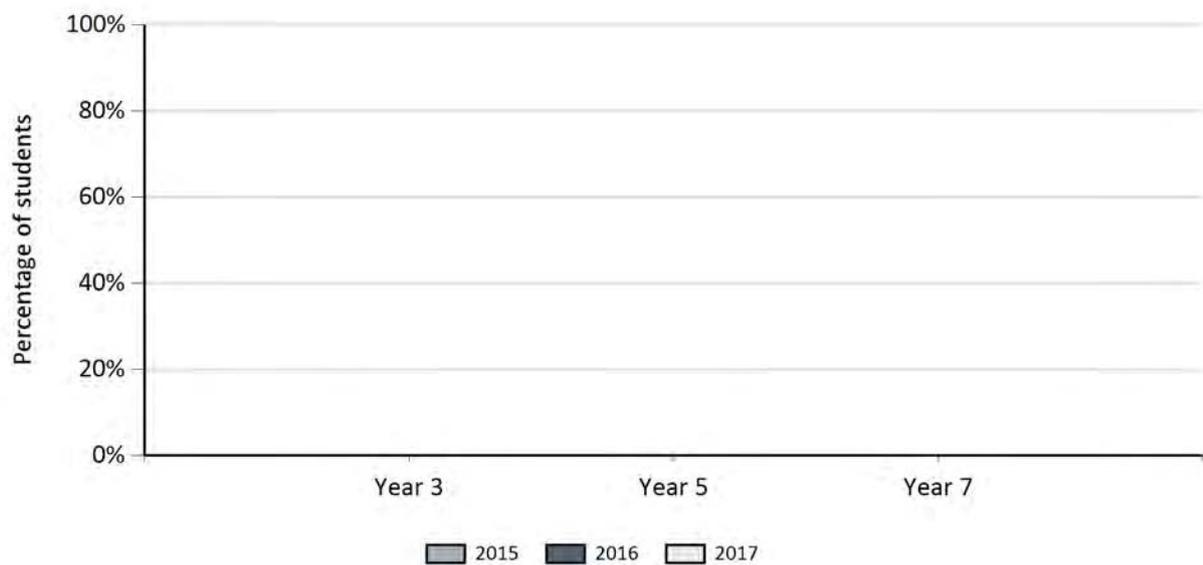
One staff member is continuing to take part in "Thinking Maths" training and Development. Another staff member undertook observation at Robe Primary School at maths resources, both physical and on line. We have subscribed to Matific, so that students can access this resource at home as well as at school with the use of passwords etc.

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.

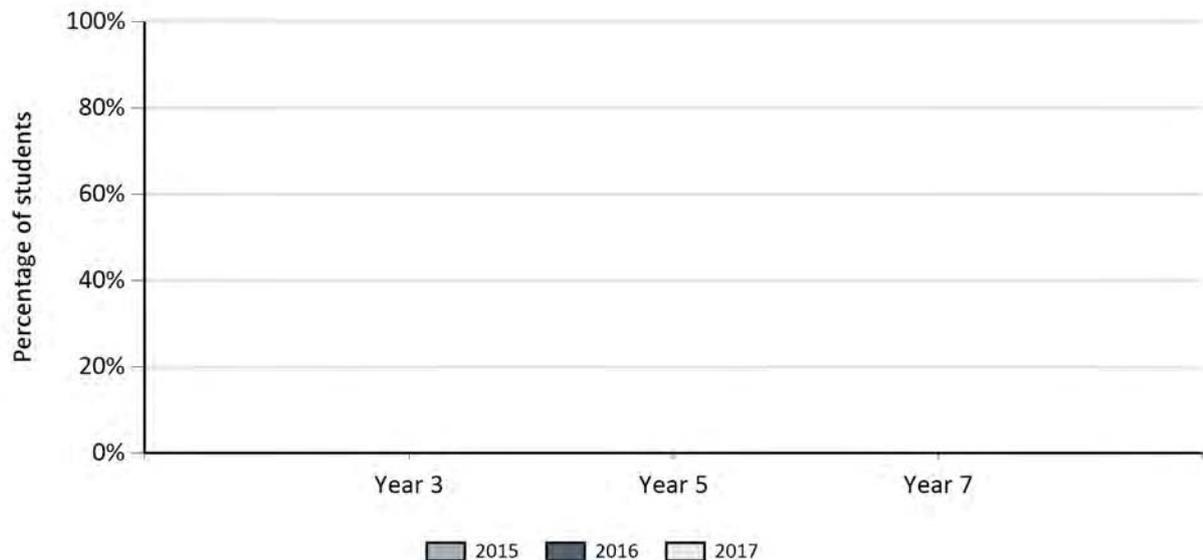
Reading



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 3-5	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

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
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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%.

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

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 can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to see those percentages to draw reliable conclusions about changes in performance from year to year.

What we did do was look through individual results and plan for change/adaptations to programs where applicable.

We identified writing as an area of focus across the school with actions put into place, and planning put into place for 2018. Automaticity in both mathematics and writing continue to be of concern. We are seeing improvement in written work since putting daily practice into place across the school. We have collected and moderated work samples.

All data is showing majority of students have demonstrated 12 months growth in 12 months across all areas. Individuals who are not demonstrating this growth are students of focus for 2018, with possibility of NEP's being put into place.

Attendance

Year level	2014	2015	2016	2017
Reception	94.9%	85.8%	96.9%	97.5%
Year 1	88.2%	92.5%	88.5%	95.8%
Year 2	92.2%	83.7%	94.6%	91.8%
Year 3	86.9%	92.3%	92.1%	95.1%
Year 4	98.0%	81.0%	95.7%	92.2%
Year 5	92.4%	91.5%	94.9%	93.5%
Year 6	80.4%	94.5%	97.0%	95.8%
Year 7	90.8%	69.0%	93.3%	
Total	89.2%	85.7%	93.5%	93.9%

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

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

Attendance Comment

Some families go on extended family holidays or other employment after the fishing season each year. Their absence can be tracked as they move through the year levels. Improved attendance rates for between 2015 and 2017 are the result of changes in enrollments and determination by staff to impress on parents the importance of regular attendance. Parents are more mindful of timing extended seasonal travel. In line with the site Attendance Policy, staff do their utmost to follow up 'Unexplained Absence' and address late arrivals.

Behaviour Management Comment

Behavior is managed in accordance with the site policy and procedure. Classroom management and the insistence on compliance with the School Values accounts for there being no suspensions. Working out of the classroom for a short length of time is the highest consequence instigated this year for instances disruptive behavior. Strong communication with parents and care givers has resulted in their support for action taken in most cases.

Client Opinion Summary

Three Staff members (60%) completed Psychological Hazard and Health Checklist toward the end of the year, with all areas in the green (Positive Response) section with the exception of the Goal Alignment section which had 33% in "No Opinion". This is demonstrating growth in how staff are feeling supported and valued at a site level.

With the change of leadership & staff we opted to hold off opinion surveys until the changes had been in place for a longer period of time. We will be looking to survey students and families mid 2018, so as to have a more accurate indication of relevant opinions.

Students in years 4-6 took part in the Well Being and Engagement Collection early in term 3. With the understanding that this survey is about the whole child, and not simply "school centred" we have shown a strength for considering all aspects of children's lives. While the vast majority of children are showing happiness, engagement and connectedness as medium to high, staff have concerns about and are aiming for working on building stronger relationships. This will continue to be a priority in 2018.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	40.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	3	60.0%
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

The process in place meets DECD compliance requirements for management of Criminal History Screening. All records are maintained on a spreadsheet recording system which includes name, workplace role, type of clearance, reason, expiry date and renewed date. Copies of clearances are maintained on site and requirements for recording data in EDSAS are met. The Administration Officer oversees the management of the Criminal History screening records with regular review of the process by the Principal. The site based system is efficient with new applications made through the online system.

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	1

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	1.3
Persons	0	3	0	3

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

Financial Statement

Funding Source	Amount
Grants: State	\$480222
Grants: Commonwealth	\$0
Parent Contributions	\$8904
Fund Raising	\$2777
Other	\$8826

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	Not Applicable	
	Improved Outcomes for Students with an Additional Language or Dialect	Not Applicable	
	Improved Outcomes for Students with Disabilities	Not Applicable	
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 <p>First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant</p>	<p>The most is made of opportunities which address isolation be it distance or small numbers of students in cohorts. The DECD bus based at the site enables groups or the whole school to attend nearby schools for sport and performances. Costs of performances, 6/7 aquatics camp, an SRC workshop, sport, sailing, swimming lessons, joint projects with local schools were some of the ways R&IS was accommodated.</p> <p>The AC funding was used to support professional learning for teachers, purchase of resources.</p>	<p>A wide range of experiences provided to all students which all benefited from.</p> <p>Teachers encouraged to attend PD relevant to the SIP, Partnership and PDPs.</p>
Program Funding for all Students	Australian Curriculum	Not applicable	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Investment in teacher professional development is a priority of this site. Funds were also directed to staffing to provide small group and 1:1 student intervention support.	Teachers actively involved in Results+ projects initiated by local Partnership
	Better Schools Funding	Not applicable	
Other Discretionary Funding	Specialist School Reporting (as required)	Not applicable	
	Improved Outcomes for Gifted Students	Not applicable	
	Primary School Counsellor (if applicable)	The site does not qualify for the full funding of a counselor. The supplementation received supports the Staff to work with students who need support or seek assistance from outside agencies.	