Renmark Primary School
Annual Report 2013

Renmark Primary School in partnership with its community provides a supportive and challenging learning environment where students can strive for personal excellence and are equipped to succeed in our ever changing world.”

Lyn Bretag
Principal

Kylie Demtchuk
Governing Council Chairperson

Date ______________
RENMARK PRIMARY SCHOOL VISION

Renmark Primary School in partnership with its community provides a supportive and challenging learning environment where students can strive for personal excellence and are equipped to succeed in our ever changing world.”

RENMARK PRIMARY SCHOOL VALUES

Our school values, developed from the students first then filtered through parents and staff are

RESPECT, EXCELLENCE, SELF-BELIEF and TRUST.

They underpin every aspect of teaching and learning in our school and community.

Renmark Primary School's IoED is Category 2. We have an average enrolment of 355 students which has remained steady over recent years. The Renmark Primary School community is very multicultural represented by 17 different cultures and provides a rich and valuable education environment and community.

Families reside in the town and outlying areas. Buses provide free transport to and from school for those living 5 km or more away from Renmark Primary, their closest DECD school. This is managed through the school in conjunction with Townsend’s Buses, the local bus company servicing our schools.

Many students’ are significantly impacted by poverty and disadvantage. Our student cohort comprises 12% aboriginal students, 25% from non-English speaking backgrounds, 52% School Card and 12% students with a disability.

Renmark Primary School staff comprises a Principal, Deputy Principal, School Counsellor, Early Years Literacy Coordinator, 23 teachers (full time and part-time), 17 SSOs, a Christian Pastoral Support Worker and an Aboriginal Community Education Officer. A CentaCare case manager supports our 10 FLO (Flexible Learning Option) students.

Renmark Primary School comprises 15 classes, OSHC and a Dental Clinic. We are co-located with the Renmark Children’s Centre and Renmark High School. The strong and strengthening connections B-18 are very beneficial to our whole community.

Together we strive to ensure every child realizes their potential and achieves success in learning and being part of a vibrant community. Regular partnership meetings with site leaders from the Renmark Children’s Centre and local support providers and our local EC partnership (Renmark’s pre-schools, three primary schools and high school) ensure we are considering our whole community's needs and working together to meet them.

Restorative Justice and our school values frame our whole school behaviour learning framework and is successful with all students. Whole school practice and processes ensure students understand that behavior must be respectful and inclusive; behavior not reflecting our values has natural consequences; the goal is to always understand how behavior impacts others and to restore relationships damaged by inappropriate and unacceptable behavior.

A New Arrivals Program is provided for students who have been in Australia less than a year. SSOs and the EALD teacher support these students who come from countries including India and Afghanistan. Our bilingual support teachers provide Turkish and Punjabi lessons for all Turkish and Punjabi students.
Students with disabilities, social and emotional wellbeing issues and English as a Second Language or Dialect are supported in a number of ways; School Counsellor programs and case management, EALD teacher, AET, ACEO and SSO programs aligned with NEPs and ILPs.

Our Christian Pastoral Support Worker and School Counsellor support staff, students and families and various programs incorporating community members such as Wood Work group, Master’s Commission Mentors and LAP. We have a strong volunteer involvement and their support is given at school events, in classrooms, on Governing Council and incidentally.

Aboriginal students and families are supported by the ACEO and AET through home visits, lunch time activities, curriculum support and they work to strengthen links with the aboriginal community. Identified ASTI students also receive extra literacy tuition, funded by DECD.

Our Parent Group is very committed and plans special events and activities for the students throughout the year.

Students are involved in numerous SAPSASA sports, instrumental music, choir, Greek dance and Performance Arts programs delivered on site by Riverland Youth Theatre. We promote healthy eating and have an established vegetable garden. Students cook using the produce grown at school.

SRC/Little Leaders provide a strong forum for student voice, led by our School Counsellor. Student leadership development is a major focus. Students are involved in school and community programs to develop their leadership skills (i.e. Natural Resources Management forums, Riverland Youth Theatre)

Strong, successful partnerships with the co-located preschool, high school and Riverland Special School enable us to share and develop common best practice which supports students in a seamless transition from one education setting to the next.

Our focus is on high quality teaching and learning, developing whole school understandings and pedagogy so that students can move between teachers and classes knowing the language of learning and understanding our high expectations.

Various policies and guidelines supporting our ethos include - Attendance Policy, Anti-Bullying Policy, Uniform Policy, Behaviour Learning Policy, our Site Improvement Plan, Australian Curriculum and Teaching for Effective Learning Framework.

We are currently transitioning from the South Australian Curriculum Standards and Accountability (SACSA) Framework to the Australian Curriculum (AC) – Maths, Science, English and History are AC, all other curriculum areas are guided by SACSA. R-2 teachers are still incorporating aspects of the Early Years Framework with a focus on play for learning and oral language.

Whole school literacy learning uses the scaffolded literacy model. The Renmark Primary Literacy Statement, developed by teachers, ensures an alignment of content and pedagogy. Recent feedback from Renmark High School and another local primary school has been that students from our school display an outstanding understanding and knowledge of Literacy (what to choose and use).

We are currently developing a Renmark Primary School Numeracy Statement. Our Numeracy focus remains on Number.

The Language other than English (LOTE) is Greek and all students participate in Greek lessons. Specialist areas are PE, Science, Greek and History.

Our Site Improvement Plan identifies Literacy (Oral Language, Play and Reading strategies), Numeracy (Number and problem solving) and Social and Emotional Wellbeing as our improvement priorities. The constant focus on high quality teaching and learning, developing whole school pedagogy and understanding our students as 21st Century learners is critical to achieving high standards and student learning outcomes.

Renmark Primary School is undergoing significant upgrading to its facilities. The 2009-2010 BER refurbishments provided a new Resource Centre, Hall and refurbishment to 10 Primary classrooms.

To support the amalgamation we are undergoing a $2.25m facelift – a new administration office, senior staff offices, SSO work areas, staff lounge, car park, 6 classrooms returned from areas no longer required and landscaping to several areas in the school.
The BER funding also provided a fully equipped student kitchen, a specialist Science/Tech teaching and learning area and a large Art room. Renmark Primary School is very well resourced and has outstanding facilities for students and community use.

The Renmark Primary School Governing Council supports the parent community and school leadership in many ways including decision making, policy development, finance, school events impacting students and families and parent issues. It is the employing body for OSHC and the Grounds person. We do not have a canteen but outsource lunch orders every Friday to a local café.

Regular communication between school and families is through fortnightly newsletters, daily notices to staff and students, regular assemblies run by SRC/Little Leaders, class newsletters home at the start of each term, parent-teacher-student discussions twice a year (more as requested), students reports are given at the end of term 2 and term 4, and Parent and Student Noticeboards in the administration area.

Renmark Primary School provides high quality education for all students. Staff are committed and passionate, our community is supportive and engages with us to provide a range of experiences and learning opportunities for every student.

2013 HIGHLIGHTS

Leadership, Teaching and Learning

2013, being the first for Renmark Primary as a newly amalgamated R-7 school, meant that specific attention was given to always remembering that staff were adjusting, some grieving, to a new culture, new ways of working together and new expectations. For many, it was almost like starting at a new school so the focus was always on inclusivity, building a whole school culture with a focus on teaching, learning and wellbeing in terms of adjusting to a new way of being. I believe that 2013 went very well. Teams were strategically developed to maximize expertise and support. PD was specifically R-7 however there was some specifically for lower primary staff. Regular feedback from staff throughout the year relating to processes enabled informed decision making with input from all staff.

- Strengthening Professional Learning Community teams, focus on Australian Curriculum Maths, English, History
- Continuing TIEL (Teaching for Effective Learning) Specialist teacher support on site
- Accelerated Literacy Consultant (Mel Justice) support in rigorous whole school Literacy practice, including voluntary Lower Primary teachers
- Extensive capacity building and strategic Professional Learning in Literacy, Numeracy and ICT i.e. THRASS, Oral Language, Numeracy (Ann Baker Natural Maths), IT (iPad use, apps for students with learning needs
- Renmark Children's Centre staff attending R-7 Oral language PD
- All lower primary teachers and leadership visited two Mildura OLSEL (Oral language Supporting Early Literacy) project schools (Independent Schools) to learn more about whole school oral language strategies, Oral language visit to Elizabeth Park PS
- Literacy, Numeracy and IT Focus Groups driving whole school improvement and practice
- Continued up-skilling of SSOs including MultiLit, THRASS, Oral Language inc. Renmark Children’s Centre staff
- Improved Performance Development processes – teachers sharing effective pedagogy, deprivatising, filming, reflecting on and critiquing their practice, identifying TIEL domain/s for professional development
- Outstanding R-7 strategic and committed Leadership throughout the year, the first as Renmark Primary School (R-7)
- Three staff involved in Changemakers, a regional program developing staff capacity to initiate and drive school change
- BELS First Aid training
- Maths –Pupil free day: Ann Baker Natural Maths PD, ongoing professional learning priority into 2014
- Same First Day discussions and planning with Renmark Children’s Centre and St Joseph’s Catholic school
- Step 9 application/reviews for 8 teachers
• Leadership mentoring of Penny Greenslade-Palmer, recipient of the Dr Alitya Rigney Aboriginal Leadership Scholarship Program (ALSP)

• Staff PD in apps for students with learning needs, working with SERU and RPS Special Ed. Support teacher

**Student Support and Development**

• ICAN (Innovative Community Action Network) funding for 10 students at risk of disengaging from school, to provide Flexible Learning Options and Case Manager support

• Multi-pronged Literacy interventions – THRASS, 1:1 Reading, Guided Reading

• Student Representative Council, Instrumental Music, Greek Dance, Choir, School Garden

• Year 7-8 Transition programs, terms 2-4; yr 7-8 teachers planning together, yr 7 students learning in HS facilities, further refined and developed in 2014

• Successful alternative attendance and on site programs i.e. Making Space for Learning through Art Therapy for students with specific needs and challenges – I acknowledge the outstanding commitment and hard work of class teachers, SSOs, leadership and support service

• ATSI hearing tests – excellent support from ACEO, Chris Laxton, Regional aboriginal education and hearing support

• Pleasing 2012 – 2013 increase in % students achieving at or above the National Minimum Standard (NMS) in NAPLaN Reading and Numeracy.

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<tr>
<th>NAPLaN test aspect</th>
<th>% students at &amp; above NMS</th>
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<td><strong>Reading</strong></td>
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<td>Yr 7</td>
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<tr>
<td><strong>Numeracy</strong></td>
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<tr>
<td>Yr 3</td>
<td>79</td>
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<td></td>
<td>93</td>
</tr>
</tbody>
</table>

| Yr 5              | 82                       |
|                   | 76                       |
| Yr 7              | 91                       |
|                   | 92                       |

**Community Partnerships**

• Strong community partnerships –Woodwork mentors, Learning Assistance Program (LAP), Parent Group

• Nunga Playgroup started, term 3

• Riverland Youth Theatre Aboriginal Performance project – once a week at school in term 3 for all ATSI students, supported by the Regional Office and Central Office Aboriginal Education funding

• Christian Pastoral Support Worker – Grandparent/Carer Morning teas, student cooking groups, lunchtime activities, Masters Commission workshops

• LAP Volunteers

• Natural Resources Management of the Murray-Darling Basin Education (NRM) working with several classes

• Hearing tests for all indigenous students, a significant number needing further follow up

• Punjabi and Turkish Mother Tongue lessons weekly

• Harmony Day - Renmark Paringa Council involvement

• Fundraising through Dingy Derby support and hosting Boat License Nights
Continued development of the partnership with Renmark High and Renmark Children’s Centre to focus on transition and projects/programs to support our community

- Flinders university Student Access Unit “River Journey” sessions for yr 7 students
- SSO RAFT conference
- Ongoing support of pre-service teacher placement and High School work experience students

**School Events**

- Family Fun Night, free sausage sizzle, jumping castles and parent class visits to meet the teachers. Very successful, excellent parent attendance. This replaced our traditional “Acquaintance Night” which saw dwindling parent attendance over the recent years
- First R-7 Sports’ Day, very successful and sporting achievements including SAPSASA
- Greek students’ excursion to Multicultural Festival at Lobethal
- End of Year “Let’s Celebrate 2013” concert, our first R-7 concert, excellent family support and attendance
- Year 7 Graduation – Chaffey Theatre, high level student involvement and parent attendance
- Inter town Spelling Bee yr 2-7, term 4 at Loxton Primary School, has become an interschool annual event
- Visiting school local, Adelaide and interstate performances including Sandringham College band
- Commencement of $2.25m building project to support the amalgamation – new administration, senior staff offices, staff lounge, SSO work stations/area, new car park, returning 6 areas no longer used to classrooms and landscaping
- Retirement of Front Office SSO, Bev Bird after 43 years
- Book Week focused special activities and parade
- PE Week incorporating the Renmark Children’s Centre in a games afternoon
- Aboriginal families after school sausage sizzle at the Renmark Skate Park, coordinated with Renmark High School. Very successful, approximately 40 attendees.

Moving forward, improving student learning outcomes especially in literacy and numeracy, in a happy and safe learning environment is our core business and passion. Social and Emotional Learning for learning, to improve student resilience and attainment of the skills required for 21st century learners is vital and will have a renewed focus from 2014.
2013- Governing School Council Report

Meetings and number of attendances

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<thead>
<tr>
<th>Date</th>
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<th>Guests</th>
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<td>4</td>
</tr>
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<td>28/10/13</td>
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<td>2/12/13</td>
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</tr>
<tr>
<td>10/2/14</td>
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Some of the major decisions & achievements for the year were:

- Validation
- Approved school closure and pupil free days
- Approved Thursday early finish
- Oversaw continuation of building works – reports reviewed monthly
- No Smoking outside school footpath areas
- No dogs allowed on school facilities, ovals
- Attendance to sports days and school assemblies

This was the first year for the amalgamated R-7 Governing school council group to meet and my first year to this role. I would like to thank all council members for their efforts over this past year and a big thank you to Lyn Bretag for her assistance and guidance.

Each meeting we reviewed reports & spent time finding our feet and getting a feel for goings on in and around school.

Participating with the validation process this year opened my eyes to how dedicated our Principal Lyn and her team of great teachers are and how much they “put our children first, all of them focused on ensuring our children get the best start in their education.

We should be very proud of our school, our children, principal and teachers.

Kylie Demtchuk
Governing Council Chairperson

Lyn Bretag
PS Principal
SITE IMPROVEMENT PLANNING 2013

LITERACY          NUMERACY

2013 SMARTA targets: To improve learner achievement outcomes in:
LITERACY (reading comprehension strategies, start closely examining oral language development)
NUMERACY (number):
ICT - across all curriculum areas especially to support students with learning needs

READING

2013 – 20% yr. 3s in the Top 2 Proficiency Bands
2013 – 20% yr. 5s in the Top 2 Proficiency Bands
2013 – 20% yr. 7s in the Top 2 Proficiency Bands

NUMERACY

2013 – 20% yr. 3s in the top 2 proficiency bands
2013 – 20% yr. 5s in the Top 2 Proficiency Bands
2013 – 20% yr. 7s in the Top 2 Proficiency Bands

Key Strategies to achieve the targets include

• Whole school screening tests: Oral Language (Carmel Crevola assessment), THRASS (letter names, sounds and recognition), Monster Spelling test (identify the developmental stage of spelling), Oxford 300 words, English as a Second Language and Dialect levels (for EALD students inc. aboriginal students), Running Records, BIN Maths

• Diagnostic testing using THRASS (teaching Handwriting, Reading and Spelling Skills). Big Ideas in Number testing (Trusting the Count, Place Value, Multiplicative Thinking), PAT-R, PAT-MathsPlus

• Intervention for children below and significantly below year level – THRASS (1:1/small group), 1:1 Reading (3 times/week - focus on comprehension and phonics), Guided Reading, Reading Groups for Comprehension strategies, Accelerated Literacy (at level literacy), MultiLit, Numeracy intervention (SSO)

• Staff PD in explicit literacy and numeracy teaching and learning – whole school

• SSO professional learning through the Early Years Literacy Coordinator, Special Education support teacher, AC Cluster Facilitator, PACIO.

• Teachers from each team working with TfEL Specialist teacher, Accelerated Literacy Consultant, Disabilities and Behaviour Support Staff

• IT up-skilling – apps for IPads and online programs – Literacy Planet

Progress towards SMARTA targets

• Site Improvement Targets: Targets yet to be achieved in years 3, 5 and 7 however the number of students in the high growth cohort is pleasing. Our targets are achievable with continued strategic focus, resourcing, building staff capacity, and targeted intervention.

• Analysis of data identifies the areas for relentless focus and we continue to assess, monitor and design learning to reach our targets.

SELF REVIEW OUTCOMES and IMPLICATIONS FOR 2014 AND BEYOND

Our Site Review processes in 2013 involved seeking regular input and feedback from staff around their level of expertise in TfEL, Literacy, Numeracy, ICT, use of facilities and PD needs.

The Crocker and Sullivan tool was used to gain information about the effectiveness of our site strategies and resourcing to achieve student learning goals. This information informed decision making regarding our site priorities.
We engaged in the Psychological Health survey and were mindful of staff needs in the first year of amalgamation. No unexpected results positive and showed staff felt supported, despite the challenges.

We underwent a school Validation in Aug. 2013 with all key staff sharing their journey, data and outcomes. The DIAf panel report confirmed our progress and affirmed excellent practice, “there’s real rigour about what staff are doing. Improving one’s understanding of effective teaching is an expectation.” It also made some recommendations which impact on our planning for 2014.

Validation report recommendations included:
- Using data in a more clinical manner
- Continue to deprivatise practice
- Review the 4 roles of the numerate person considering R-7
- Strengthen the approach for ATSI students, developing a specific and strategic plan is a priority for 2014.

**2014 Site Improvement Plan**
- Continued focus on **Literacy** (teaching Reading (comprehension strategies, Oral Language), **Numeracy** (problem solving, Number - trusting the Count, Place value, Multiplicative Thinking), **Social and Emotional Learning**
- Continued whole school focus on developing consistent pedagogy – TIEL Learning Design
- Continued development of whole school understandings of the Australian Curriculum (deepen content knowledge and skills)
- Use of data to inform practice and more accurately identify student achievement levels in the core learning areas

**Targets**
2014 targets will be developed through staff analysis of data sets. Realistic and challenging targets set, always above our current achievement.

**Strategies**
Significant time, resources and staffing will be allocated especially to R-3 year levels to support oral language and play for learning development. Continuing work and PD with the Children’s Centre (pre-school), Renmark High School and Berri Education Office support staff.
- Reading (comprehension strategies, Oral Language, Play (R-3) and Numeracy/Number will remain priorities. Developing student resilience will also be a school priority. Our key strategies are:
- Continued working in PLC teams to develop common teaching and learning pedagogy, gather and analyse data and design learning for all students
- Accessing whole school professional learning esp. in the Australian Curriculum English, Maths and Geography.
- Further developing whole school data processes “data to inform” – what data, what it tells us, how to use it
- Engaging with the community to ensure students have opportunities out of the classroom and with others in the community, to apply their skills and knowledge.

**Evaluation Measures**
Under constant review, continued work on gathering specific whole school data, developing teachers’ understanding of data and how to use it. Using a whole school data base to allow easy access of student data for those requiring it i.e. leadership, EALD, ATSI, SWD.

Psychological Health, results and 2013 Validation review recommendations inform ongoing site improvement planning.
STUDENT ACHIEVEMENT

School data collected and analysed to inform teaching and learning includes Crevola and Vineis Oral Language, PAT-R, PAT-Maths, Monster Spelling, Running Records, Oxford 300 Words, SA Spelling test, Literacy Intervention data, Running Records, EALD levels, Big Ideas in Number in Trusting the Count, Place Value and Multiplicative Thinking.

NAPLAN data provides valuable information to analyse along with a range of school data.

Reading, Oral Language, Numeracy/Number and ICT, were priorities in 2013.

### NAPLAN

#### YEAR 3

<table>
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<tr>
<th>Test Aspect</th>
<th>% Proficiency Band</th>
<th>Exempt</th>
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<td>20.9</td>
<td>9.3</td>
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The % of students achieving in the top 2 Proficiency Bands is encouraging (12.2%-27.9%) and we strive for continual improvement. The % of students in the Bands 1 and 2 (24.4% - 48.9%) is significant but actual student growth is pleasing; this isn't clearly reflected in the above results.

We strive for 25% of students in the Bands 5 and 6, a maximum of 25% in the Bands 1 and 2 and 50% in Bands 3 and 4. More students achieving well and making significant progress is what we are all working very hard to achieve.

It's very pleasing to note the steady improvement over the past 3 years of the mean score in Year 3 Numeracy, Reading, Writing and Spelling. Grammar has remained more constant; our whole school scaffolded literacy pedagogy will result in improved NAPLAN data, we have seen great improvement in student work overall!

These aspects of Literacy have been a high priority, across all curriculum areas during this time, with whole school pedagogy and deepening curriculum knowledge being absolutely critical. By maintaining our focus and continually developing teacher skills and knowledge, we expect this improvement in student achievement to continue.
Our year 5 achievement data shows that our focus must remain on moving students from the lower achievement bands to the middle and the middle achievers to the upper bands. Many students, with appropriate and targeted intervention will achieve in the higher bands.

The mean scores of students’ shows some variation over the past 3 years; growth in Reading and Grammar has been steady while Numeracy, Writing and Spelling have dipped a little on 2012 results. Our whole school R-7 pedagogy across all curriculum areas is having a positive impact overall on learner engagement and achievement and I expect our NAPLaN results in 2014 to reflect continued growth.

Our year 7 data shows that we need to significantly reduce the % of students in the lower two bands to 25 % and aim for 25 % of students in Bands 9 and 10. Targeted support will keep moving our students forward. Achievement standards are very important however we also need to look at growth.

It is important to notice that over the past three years there has been slight variation in mean scores across the aspects of NAPLaN: we are certainly striving to show the same improvement in the NAPLaN data as we see in school assessment data which is very encouraging.
Our 2014 targets are to increase the % students achieving in the top 2 bands and reduce the % of students achieving in the bottom 2 bands.

### STUDENT DATA

#### Attendance

### Attendance by Year Level

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<td>Middle 50%</td>
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<td>Upper 25%</td>
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<tr>
<td><strong>Reading</strong></td>
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<td></td>
<td>Middle 50%</td>
<td>52.9</td>
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<td></td>
<td>Upper 25%</td>
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Year 3-5 growth shows a larger % of students in the low growth cohort and a smaller % of students in the high growth cohort. Relentless work is required to accelerate students and those benefits are evidenced in the yr 5-7 growth.

This is very encouraging. Very targeted support in the Early Years will make a significant positive difference to the acceleration of our students.

In three of the six aspects of NAPLaN, yr. 3-5 data was very positive. In 2013, a far lower % of students showed low growth in numeracy and a higher % of students showed upper growth.

In Reading a higher % of students achieved upper growth which is positive and encouraging; it shows wonderful improvement, not reflected in proficiency bands achievement.

We maintained an average attendance rate of 89.6 % which was 0.7% lower than in 2012. Several families’ attendance was erratic for many reasons including housing and transport difficulties, health, family and cultural, which impacts overall. A
number of families applied for exemptions for holidays. Considering these factors, the vast majority of our students attend very well with few absences. Non attendance is managed through the following processes.

- Teachers make an initial family contact for unexplained absences for 3 or more days.
- A vigilant and proactive ACEO has strong connections with the ATSI families. Overall attendance has improved.
- ACEO and AET/School Counsellor work together to support families and students with programs, home visits and constant encouragement.
- The Principal contacts the family through a phone call, letter or in person if attendance still hasn’t improved, proactive and encouraging.
- With no improvement, a referral is made to the Attendance Office and/or Social Work/ISB Coordinator.
- ACEO, AET, Bilingual SSOs, CPSW, FLO Case Manager, leadership staff also support families.
- Work with families to build a culture of attending i.e. preferable to arrive late than not attend.
- Part days used to ease child in to school if that’s required – a formal plan is monitored.
- Staff are reminded to be sensitive in responding to absence or lateness – no blame.
- Work with agencies including CAMHS, CentaCare (Social Work), Families SA, through LAP.
- Extra curricula programs to engage students.
- A wrap around approach to student engagement and learning including attendance.

Staff are proactive, supportive and encouraging of students and families; a culture supported by our school values and high expectations. Parents are invited to school or visited at home to discuss issues around non-attendance including learning difficulties, friendship/social skill issues, parent difficulty (i.e. mental health, lack of transport) and perceived relationship issues with the teacher/s. We strive to address all issues by being proactive and believe that attendance is everyone’s responsibility.

In 2013 we FLO’d (Flexible Learning Options) 10 students at risk of disengaging, through ICAN, to strengthen relationships between school, families, students, agencies and community. These students attended well, we recorded fewer behaviour incidents and parents engaged positively with the school. There was a significant positive impact of the ICAN support.

Continued Professional Learning around engaging and rigorous pedagogy, the impact of disadvantage in a low SES school and positive relationships with families are some of the strategies that support high rates of attendance. Cultural awareness around ATSI students and families is a continuous focus.

In 2014, we will continue to support the DECD priority to improve attendance and therefore learning outcomes for aboriginal students by providing very strategic support to ATSI families and students through our Aboriginal Education Team (School Counsellor, AET, ACEO and Regional staff), APAS tutoring, teachers and external support agencies, strengthening aboriginal community-school relationships.

**CLIENT OPINION**

We did not do a Client survey in 2013 but data from these surveys over the past three years indicates pleasing improvement from all clients and in all survey areas, indicating increased community confidence in Renmark Primary school. We will conduct a client survey mid-2014, after 18 months of being amalgamated.
ACCOUNTABILITY

National Partnerships

ICAN

In 2013, ten students from years 4-7, were supported by a case manager through ICAN funding. He was appointed to work with each student and their family outside of school, for one hour a week; however this often extended to more time being spent with students and families, depending on the need.

Having a very effective and highly skilled Case Manager has certainly improved the outcomes for all parties. The relationship between the students, their families and school has strengthened with the parents becoming more supportive and trusting. This is a real achievement; supporting disengaged students is challenging and relationships determine the success or otherwise of such support. Resolving issues around attendance, behaviour and learning remained priorities.

Together, very positive inroads have been made. Most of the parents of the FLO students engage willingly, often and positively with the school, the students are far more receptive to support and high expectations, they are learning to manage their behavior and have more positive relationships with staff. Attendance for most has improved and there are fewer behavior incidents for these students.

Achievement outcomes are also improving at varying rates however the fact that the students are willing to attempt now what they wouldn’t before FLO support, is a testament to its success.

NUMERACY COACH

Through the National Partnership funding, we secured a 0.5 Numeracy Coach from within our school, Kristy Cahill, who supported teachers from terms 2 – 4 in 2013. The focus work of Numeracy Coach was to improve pedagogy and differentiation to support students at our below the National Minimum Standard in NAPLaN.

She worked in R-7 classrooms modeling inclusive and differentiated practice, provided Maths kits to students, implemented the PAT-Maths testing, collated data and presented the findings to staff, enabling us as a whole school to identify particular areas of Maths/Numeracy that required intense work and intervention. Number is the area across R-7 that was identified for this focus and remains on our Site Improvement Plan for 2014. Teachers were released to work with Kristy on their curriculum planning and pedagogy, especially developing skills and understandings around the Ann Baker pedagogy. Kristy also led whole school PD sessions during the three terms.

Having a Numeracy Coach was very beneficial to our school and further Maths/Numeracy focus in 2014 will build on this work.

Teaching for Effective Learning (TfEL)

In 2013 our teachers and leadership team continued to work with the region’s Australian Curriculum Facilitator to further develop staff understandings of learning design. Being newly amalgamated, we found that staff understandings of TfEL were wide ranging. This work has been immensely valuable in bringing R-7 staff together in professional learning.

Teachers have worked individually, in their PLC teams and as a whole staff to further their learning about engaging pedagogy and designing learning for all students. The planning time, observations and discussions are built into the term/year planner so that staff learning is ongoing, strategic and meaningful.

Our focus was again on Australian Curriculum Maths, sharing effective practice, designing the curriculum and developing meaningful assessment and feedback processes.

The focus remains on the how and why (pedagogy) of curriculum for our learners, the what (curriculum content) is the vehicle to develop the skills and knowledge in our students.
STAFF

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<td>Bachelor Degrees or Diplomas</td>
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<tr>
<td>Post Graduate Qualifications</td>
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</table>

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

WORKFORCE COMPOSITION

Workforce Composition including Indigenous staff

This report is a profile of staff located in school sector sites as at August 2013. Employee figures fluctuate throughout the year. It excludes employees on four or more continuous weeks leave, employees on WorkCover and temporary relieving teachers (TRTs).

Teaching staff are those who spend the majority of their time in contact with students, i.e. support students either by direct class contact or on an individual basis, and have teaching duties, i.e. are engaged to impart the school curriculum (includes leadership positions).

Non teaching staff include student counsellors, school services officers, Aboriginal Education Workers, grounds persons, building operations, general maintenance, etc.

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
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<tr>
<td>Full-time Equivalents</td>
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<td>Persons</td>
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<td>25</td>
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</table>

FINANCIAL STATEMENT

Income by Funding Source

Appendix 1
Renmark Primary School
General Ledger Balance Sheet for Prior Year, period 13

Appendix 2
OSHC - Renmark Primary School
General Ledger Profit and Loss for Prior Year, period 13

Appendix 3
OSHC - Renmark Primary School
General Ledger Balance Sheet for Prior Year, period 13

Appendix 4
OSHC – Renmark Primary School
General Ledger Profit and Loss for Prior Year, period 13