



# Tanunda Primary School

## 2020 annual report to the community

Tanunda Primary School Number: 427

Partnership: Barossa Valley

Signature

School principal:

Ms Michelle Barnes

Governing council chair:

Andrew Clark

Date of endorsement:

27 January 2021



Government  
of South Australia  
Department for Education

## Context and highlights

2020 held many challenges for our community, many of which were associated with the COVID-19 pandemic. School operations were greatly affected, with a two week closure in April and a two day shutdown in November. Many whole school events were also impacted by the regulations and restrictions introduced to prevent community transition. Despite many cancellations and interruptions to planned activities, students remained positive and resilient, and were able to participate in a range of modified events throughout the year. These included:

- Children's University
- Anzac & Remembrance Day Services
- Sports Day & District Athletics Day
- Swimming Lessons
- Student Led Assemblies & Performances
- Harmony Day
- Parent/Teacher Interviews
- SAPSASA Involvement
- Book Week Celebrations
- Author Visit
- Splash Theatre Performance
- Preschool & High School Transition Processes
- Premiers Reading Challenge
- Walk a Mile Activities
- Walk & Ride Safely to School Activities
- Year 7 Graduation
- Year 7 Activities Day

The school's positive learning culture remained evident, with teacher teams working collaboratively to support student learning. Parent & teacher conferences in Term 1 also supported differentiation for all students and individual goal setting, promoting the site's high expectations and shared approach to driving student's learning improvement.

Staff continued to show a strong commitment to their own professional improvement and strive to provide teaching and learning experiences that supported all students. Along with our core focus on literacy and numeracy priorities, our work in other curriculum areas ensured that students had the opportunity to experience a diverse curriculum. Specialist subjects for 2020 included Science, Japanese, Health, Physical Education and Performing Arts. STEM remained a major focus, with students embracing the opportunity to use digital technologies to augment their learning.

## Governing council report

Dear Tanunda Primary School Community,

I think it's fair to say that 2020 is a year that will not be forgotten. It certainly presented a number of challenges that impacted students, parents, families, teachers, SSO's and staff.

Despite the restrictions imposed at various times throughout the year there were a number of events that the school were able to successfully run. They included Book Week, Sports Day, Remembrance Day, Casual Days, Assemblies, Walk-a-Mile Activities, Author Visit, Book Week Performance, Harmony Day, a small number of SAPSASA events and Year 7 Activities Days.

Our thanks go to Dana Sitters who has been with us for the past 3 years, initially as SSO in the library and more recently as teacher in year 2/3 class as Dana returns to Greenock next year.

We would like to express our greatest appreciation to Michelle Barnes for excelling as Principal for the past 6 years. Michelle's dedication and commitment to the school resulted in significant positive change and we wish her all the very best in her new District role based in Gawler.

We thank Michelle and Deputy Principal Nick Wuttke for their guidance and leadership, and all staff, SSOs and staff for their efforts this past year.

I would like to thank my fellow Governing Councilors for their valued contributions and volunteering their time throughout the year.

We wish you and your families a very happy holiday and look forward to 2021.

Andrew Clark  
Governing Council Chairperson

# Quality improvement planning

Goal 1: Goal: Increase number of year 5-7 students achieving the higher bands for reading. (Achieved)

Our focus on Year 5-7 reading achievement impacted positively, particularly at Years Year6 & 7, which was evidenced through higher band attainment at both Year 5 & 7. A focus on SEA achievement and higher band retention will be important in 2021 & 2022 at Year 3, 4 & 5, as our data evidences student's reading achievement is reflecting a decline in achievement at these year levels.

Ensuring consistency in the implementation of the Big 6 across all classrooms across the school will be a major focus in 2021, as will the continued use of the FAB 4 Reading Comprehension strategies. We will also need to ensure that there is congruence between our intervention programs and classroom practices and provide consistent and regular T&D opportunities for all staff in in 2021.

Goal 2: Goal: Increase the number of students meeting and exceeding the year level standard in writing. (Achieved)

Students demonstrated significant writing growth with an average 20 point scale score (as measured against the Brightpath Scale) increase across all year levels. A continued focus on writing is warranted for 2021, as the subjective nature of site-based writing moderation processes and significant staffing changes may have influenced our data. Use of NAPLAN data will help us triangulate our data in 2021, and provide us with greater levels of authenticity.

Continued participation in Brightpath Writing Moderation process will help reinforce our collective understanding and formative assessment processes. Collaborative moderation will be important in strengthening consistency of teacher judgements, and supporting students to engage in peer assessment so that they can help each other reach writing goals will also be a major focus.

Goal 3: Increase the number of Year 3 students achieving SEA and higher bands in numeracy. (Achieved)

Whilst our Year 3 PAT M data was stronger than our 2019 results, relevant cohort data would indicate that an ongoing focus on BiN, particularly at Years 2, 3, 4 & 5 is warranted.

Ensuring the rigorous use of the Big Ideas in Number resources in all classrooms will need to be a focus in 2021. BiN T&D for all staff will be important in ensuring consistency of practice at all year levels.

## Improvement: Aboriginal learners

In 2020, all Aboriginal Learners were involved in One Plan meetings with their families to assist in the development of individual learning programs tailored to support learning needs. Attendance data remained positive for Aboriginal Learners, and all learners demonstrated significant learning growth and progress towards agreed targets.

To further support our Aboriginal Learners, we participated in a Continuity of Learning Project focussing on our Aboriginal Learners, to support transition to new learning contexts and sites.

We agreed to and undertook a number of shared actions to improve our transition processes which included:

- Identifying key staff supporting Aboriginal Learners in preschool, primary & secondary sites to ensure efficient and effective communication
- Allocating 0.5 release time for teaching staff per Aboriginal Learner to support transition processes
- Holding preliminary meetings to discuss needs of transitioning students in Preschool & Years 5, 6 & 7
- Developing a consistent, comprehensive & appropriate sharing of information proforma for use between sites (eg. background, home life, behaviour, engagement, learning, verifications, children in care)
- Exploring One Plans for individual transitioning Aboriginal Learners (between Preschool, Primary & High School staff, students & support service personnel)
- Meetings scheduled with all families of transitioning Aboriginal Learners in Term3, including:
  - ?Support person from site
  - ?Relevant support personnel (eg ACEO AET. AESO)
  - ?Child/student
  - ?Family
- Additional transition activities were planned and implemented for Aboriginal Learners (eg Wednesday lunchtime visit) in term preceding enrolment

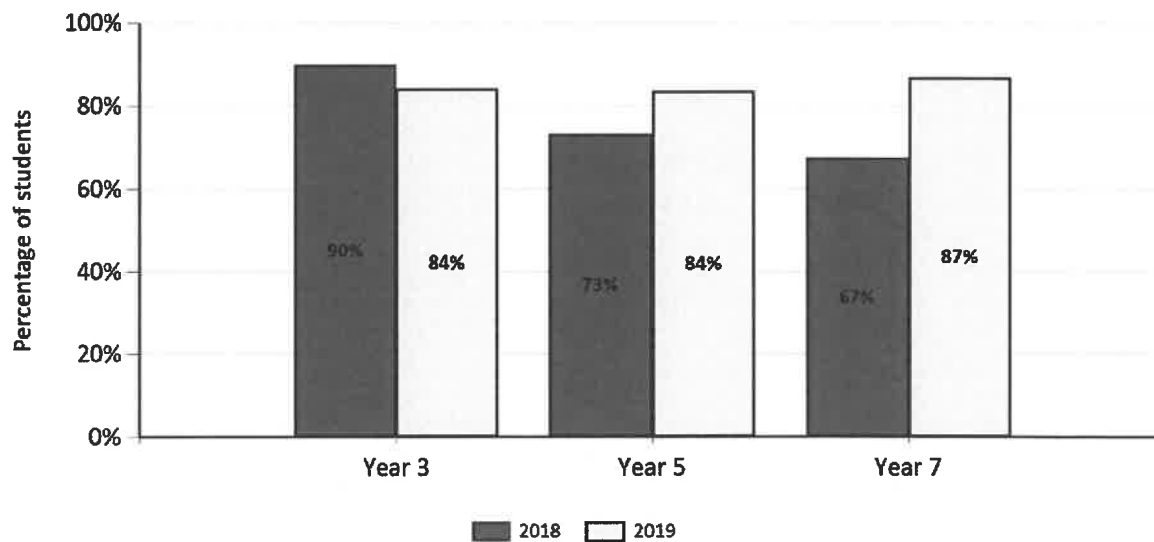
We were invited to share our practices with the Aboriginal Learner Achievement team in Term4 2020.

# 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

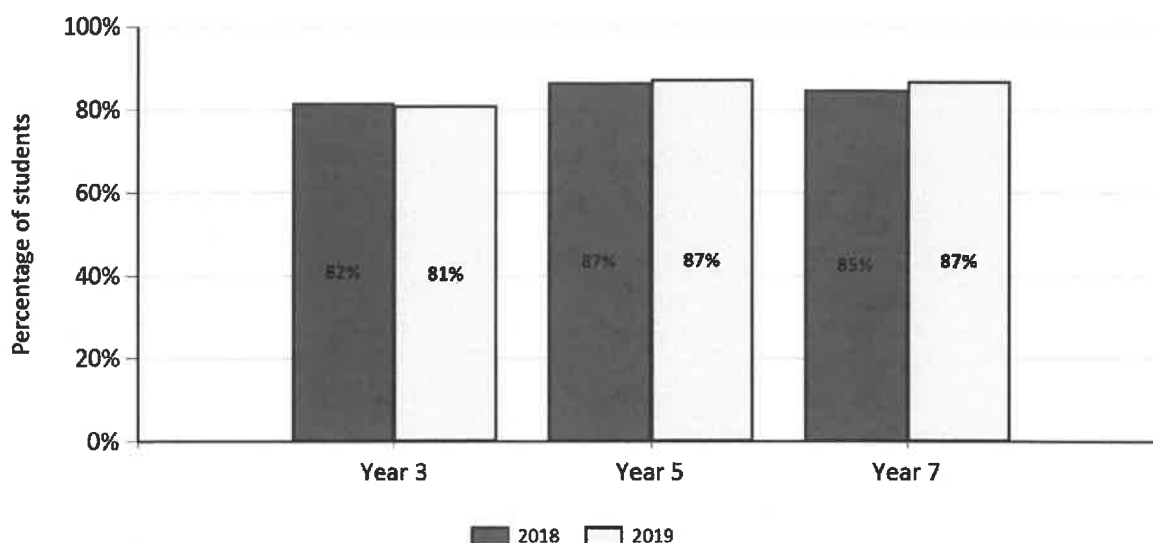


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

\*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 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	26%	22%	25%
Middle progress group	50%	46%	50%
Lower progress group	24%	32%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	34%	29%	25%
Middle progress group	57%	60%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	57	58	24	16	42%	28%
Year 3 2017-2019 Average	54.0	54.3	25.7	15.3	48%	28%
Year 5 2019	55	55	21	16	38%	29%
Year 5 2017-2019 Average	57.7	58.0	20.3	16.3	35%	28%
Year 7 2019	53	53	15	21	28%	40%
Year 7 2017-2019 Average	50.7	50.7	13.0	15.7	26%	31%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>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

Due to the absence of 2020 NAPLAN data, we have referenced student achievement data against Brightpath, Running Records, Phonics Testing and or PAT-R/PAT-M data.

## Reading Performance (SIP Goal 1)

Running Records Data reflects that the school sits above state averages for Running Record Achievement above SEA (Level 15) at Year 1 and above SEA (Level 21) at Year 2.

Year 1 Phonics Testing reflects 85% SEA or above attainment, with student absence and SWD status accounting for 8% of below SEA results.

Progressive Achievement Testing in Reading reflected significant growth at all year levels, with increased numbers of student demonstrating SEA attainment

Year Level 03 Above SEA 46 Below SEA 4 Not Tested 1  
 Year Level 04 Above SEA 47 Below SEA 9 Not Tested 4  
 Year Level 05 Above SEA 59 Below SEA 7 Not Tested 1  
 Year Level 06 Above SEA 54 Below SEA 3 Not Tested 0  
 Year Level 07 Above SEA 51 Below SEA 5 Not Tested 0

## Writing Performance (SIP Goal 2)

Students demonstrated significant writing growth with an average 20 point scale score (as measured against the Brightpath Scale) across Reception to Year 7. Significant staffing changes highlighted some inconsistencies in moderation scores between Term 1 & Term 3 2020, which impacted on growth data at some year levels.

Year 7	Term 3 2019 Average Score 404	Year 7	Term 3 2020 Average Score 392	Average
Year 6	Term 3 2019 Average Score 367	Year 6	Term 3 2020 Average Score 366	Average Growth
Growth 25				
Year 5	Term 3 2019 Average Score 355	Year 5	Term 3 2020 Average Score 334	Average
Growth 11				
Year 4	Term 3 2019 Average Score 329	Year 4	Term 3 2020 Average Score 312	Average
Growth 5				
Year 3	Term 3 2019 Average Score 317	Year 3	Term 3 2020 Average Score 323	Average
Growth 5				
Year 2	Term 3 2019 Average Score 303	Year 2	Term 3 2020 Average Score 303	Average
Growth 20				
Year 1	Term 3 2019 Average Score 249	Year 1	Term 3 2020 Average Score 284	Average
Growth 54				
Reception	Term 3 2019 Average Score 162	Rec	Term 3 2020 Average Score 179	
Growth 122				

## Numeracy Performance (SIP Goal 3)

Year 3 data reflected an increase in students achieving SEA in 2020, relevant cohort data would indicate that an ongoing focus on BiN, particularly at Years 2, 3, 4 & 5 is warranted

Year Level 03 Above SEA 43 Below SEA 7 Not Tested 1  
 Year Level 04 Above SEA 44 Below SEA 13 Not Tested 3  
 Year Level 05 Above SEA 52 Below SEA 14 Not Tested 1  
 Year Level 06 Above SEA 44 Below SEA 11 Not Tested 2  
 Year Level 07 Above SEA 50 Below SEA 6 Not Tested 0



## Attendance

Year level	2017	2018	2019	2020
Reception	94.6%	94.8%	94.3%	93.4%
Year 1	91.4%	94.0%	93.6%	92.2%
Year 2	91.7%	93.5%	95.3%	91.1%
Year 3	94.1%	93.4%	93.9%	92.2%
Year 4	94.2%	92.9%	93.0%	91.0%
Year 5	93.0%	94.5%	92.4%	90.0%
Year 6	90.4%	93.5%	93.2%	89.8%
Year 7	93.7%	92.7%	93.4%	91.3%
Primary Other	88.0%	85.4%	83.5%	82.9%
Year 8	0.0%	N/A	N/A	N/A
Total	92.4%	93.1%	92.9%	90.7%

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

## Attendance comment

In 2020, we continued a whole school focus on improving attendance. Strategies included setting attendance flags, making phone calls to families, conducting home visits, sending letters home for chronic non-attendance, and making referrals to work in partnership with outside agencies and support services to develop action plans. These procedures saw our attendance rate remain positive, although COVID concerns prompted a number of families to withdraw their children for an extended period. As a result the overall attendance rate for Tanunda Primary School & Disability Unit was slightly lower than usual, sitting at 91% for 2020.

## Behaviour support comment

2020 reflected high standards of behaviour across the school, and we continued to implement the behaviour code consistently. Restorative Justice practices continued to be a focus at class and school level, with Play is the Way promoting respectful interactions between students. Parents continued to be informed of all behaviour incidents & issues and involved in resolution processes when needed.

From a school population of 480 in 2020, there were 12 'take homes' (involving 3 students), and 0 suspensions and 0 suspensions.

## Client opinion summary

Client surveys were disseminated online to all parents, staff and Year 4-7 students, with consideration given to ensuring representation from all groups within the school (eg. junior primary, students with disabilities, middle primary, students under the Guardianship of the Minister, upper primary). Feedback from stakeholders being used to inform our planning for 2021.

Questions related to:

- \* teachers expecting students to do their best
- \* teachers provide useful feedback to students
- \* teachers treat students fairly
- \* students and parents can talk to teachers about concerns
- \* students feeling safe at school
- \* students liking being at school
- \* the school looking at ways to improve
- \* teachers motivate students to learn
- \* students are making good progress at this school
- \* students learning needs are being met at this school
- \* the school giving students opportunities to do interesting things.

Across each of the surveys, a score of 4.0 is considered to be a very high result.

Total parent scores ranged between 4.0 (teacher feedback & student learning needs) to 4.4 (high expectations & school being well maintained).

Total parent scores ranged between 4.0 (feedback about work) to 4.7 (high expectations).

Student Well-Being & Engagement Survey result responses reflected collective positive student responses, with the site's collated results sitting above state averages in all areas (emotional well-being, engagement with school, learning readiness and health & well-being). The only exceptions where the school results sat below the state average, were "emotional regulation" and "high levels of worries", particularly amongst female students and our Year 6 cohort.

As a result, we will continue our whole school focus on Social & Emotional Learning in 2021, using the Berry Street Education Model to underpin our practice.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	6.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	21	25.3%
Transfer to SA Govt School	57	68.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

We follow DfE guidelines outlined in relation to Relevant History Screening, and began the transition to the Dept. for Communication and Social Inclusion (DCSI) "Working with Children Check" for volunteers and private service providers working on site. School Support Officers processed applications, inputted and updated a database and followed up when clearances were due to expire. All volunteers, committee members, sports coordinators/coaches, parent attending camps & excursions, canteen helpers, transporters and student teachers were DCSI screened prior to commencing work at the school.

# 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	52
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	30.3	0.0	15.6
Persons	0	35	0	24

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$5,253,985
Grants: Commonwealth	\$0
Parent Contributions	\$156,952
Fund Raising	\$4,033
Other	\$38,014

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

## 2020 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 2020 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	All staff participated in Berry Street Education Model training (2 days). Continued implementation of Play Is The Way, staff PD and purchase of PITW resources.	Reduction in behavioural incidents and increased engagement evident in WEC.
	Improved outcomes for students with an additional language or dialect	Salary to employ a 0.2 SSO to support students at Lang and Lit levels 1-3. Collaborative moderation undertaken to support EALD levelling across site.	Students applying and utilising strategies in written and verbal communication.
	Inclusive Education Support Program	1 to 1 support provided to all IESP students. Consistent use of One Plans to ensure SMARTAR targets appropriate to students & ABLES implementation within all DU classrooms.	Students consistently demonstrated growth against individual goals.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	One Plans developed for Aboriginal Students based on diagnostic analysis of achievement and well-being data. Targets were determined in partnership with the families and shared with the student. On-going monitoring was conducted throughout the year.  Additional SSO staffing allocated to support transition programs in Terms 1 & 4.	Consistent SEA attainment or growth toward targets for all Aboriginal Learners. Strong early Years Reading data evidenced by Running Records & Phonics Check
	First language maintenance & development Students taking alternative pathways IESP support	Mini-Lit, Macq-Lit and Multi-Lit literacy intervention programs were expanded during 2020, and TooSmart & QuickSmart numeracy intervention programs continued to support students at Years 2, 5 & 6.  All students were exposed AC	
Program funding for all students	Australian Curriculum	All students were exposed to & assessed against 8 learning areas outlined with the Australian Curriculum, with the exception of Special Options placements who did not undertake Languages. New curriculum resources shared.	A to E data reflect higher levels of SEA attainment across Year 1 - 7.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Better School Funding was again allocated to the updating of ICT resources for our site, which included the purchase of new laptop computers for our GLA buildings. New software was also purchased, including Clicker 7.	Additional ICT resources accessible to and utilised by all students & teachers
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	One Plans developed for all higher ability students and individual goals and targets negotiated in collaboration with families. Student access to different classrooms & year levels supported where appropriate.	Higher band attainment maintained in 2020 for all higher ability learners.
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