



Tailem Bend Primary School

2020 annual report to the community

Tailem Bend Primary School Number: 424

Partnership: Murraylands

Signature

School principal:

Mr Travis Schenke

Governing council chair:

Mr Brian Mitchell

Date of endorsement:

17 February 2021



Government
of South Australia
Department for Education

Context and highlights

We are extremely proud of all students, parents and staff with how we have all gone about our day to day business with all of the disruptions that have come our way this year. COVID-19 is not something that anyone could have planned for, but the way in which we have all been able to adapt to the quick changes is to be commended. Thank you to our parent community, students and staff for supporting us all with the sometimes very quick reactions and difficult decisions we have had to make this year.

We are extremely fortunate to have a group of hard working staff often going above and beyond the call of duty to create positive learning opportunities for our students. The quality of staff and the potential we have for making a profound difference in the lives and the learning of the students at our school continues to be a priority for all of us. Our school relies on staff who are not only very good at what they do, but understand that students learn best, when they are working in a safe, respectful, supportive and creative learning environment – this is our aim each day we come to school.

Congratulations and thank you to our school's Governing Council and sub committees who have provided a significant amount of time and input towards our school's direction this year. We thank everyone for all the time, effort and consideration into a range of strategic directions that continue to benefit our whole community, in particular, our students.

A very big thank you to all those people who volunteered their time to come into our school to help on so many different levels, to support our students and our school. We are in debt to you all and your input is valued.

We can all be proud of the hard work that has been put in by our entire school community to reflect our schools vision "To Be Positive and Successful".

We are looking forward to working with each and every one of you in a positive way in 2021!

Governing council report

2020 has been another positive year, where we have consolidated and grown as a school community.

The ongoing agreement with oOh!media for the billboards on the gymnasium continues to give Governing Council \$10,000 per annum to invest in improving student learning outcomes throughout our school.

We are extremely fortunate to have such a fantastic group of volunteers who continue to support the learning of our students, and to look after the physical aspect of our school.

Growing our school community, in student numbers and learning outcomes continues to be very important to Governing Council.

In 2020, we have continued to invest in learning outcomes, by increasing the amount of support targeted towards all students and employing additional SSO support in all classes. Additional support has allowed for us to maximise student learning and participation with smaller class sizes, but it has come at an additional, unfunded cost. Governing Council is to be congratulated on their careful decision making and financial management which enables us to fund this approach for the benefit of both students and teachers.

Our learning outcomes and positive classroom behaviour demonstrate that this investment is working and something that we should all be very proud of.

On behalf of the Governing Council I congratulate everyone on a successful 2020 and look forward to a positive and successful 2021.

Brian Mitchell
Chairperson, Tailem Bend Primary School Governing Council

Quality improvement planning

Goal 1-
Increase student achievement in reading from years 3 to 5

Challenge of practice-

If we develop a common evidence based approach to teaching reading comprehension (including Sheena Cameron resources), then we will increase student achievement in reading.

We achieved our 2020 target, and had 85% of our year 4 students achieve the SEA in PAT Reading testing.

This will continue to be an area for development and improvement in 2021.

In 2020, the following strategies were established and embedded:

- Staff professional learning in 2020 continued to focus on implementing Sheena Cameron materials - explicit teaching of reading comprehension focusing on the areas of: Self monitoring, activating prior knowledge, predicting, inferring, visualising, summarising, and synthesising
- Development of a model for instruction: Explicit description, teacher modelling, collaborative use, guided practice, independent use.
- Employment a reading leader to work with staff across the partnership with a focus on Teaching Sprints for staff
- Embedding of Teaching Sprints which incorporated aspects of reading comprehension - "trying something new" linking to each of the reading comprehension strategies.
- Guided reading sessions in each class 4 days per week from 9:00 - 9:40 - employment of additional staff to accommodate groupings
- Lesson observation and feedback for all staff with a focus on improving explicit instruction within reading comprehension lessons.

2021 will see staff continue to work on developing and embedding reading comprehension strategies. It will also include employing author and educator, Sheena Cameron to work exclusively with staff to continue to develop and embed this focus area for students.

Goal 2-
Increase student achievement in mathematics from years 5 to 7

Challenge of practice-

If we extend mathematical thinking for all students through a range of open ended problem solving tasks (including Peter Sullivan resources), we will increase student achievement in all areas of mathematics.

We saw some improvement in this area with 85% of year 6 students achieving the SEA in PAT Maths testing, falling just short of our target of 90%. This will continue to be an area for improvement and development in 2021.

In 2020, the following strategies were established and embedded:

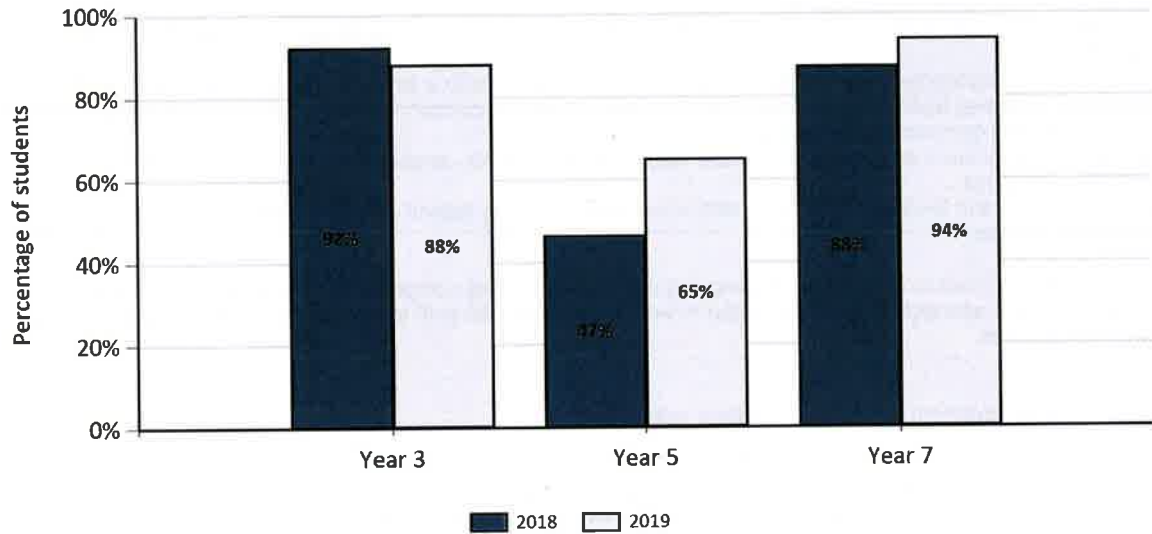
- Staff professional learning and student free day in 2020 focussed on development of open ended problem solving tasks for numeracy lessons
- Staff sharing of open ended tasks at each staff meeting
- Employment of a Numeracy Leader to support staff with improving numeracy practice. An explicit focus on Problem Solving
- redevelopment of whole school numeracy agreement with a clear focus on including open ended problem solving into each lesson
- Lesson observations and feedback with a specific focus on open ended problem solving skill development.

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

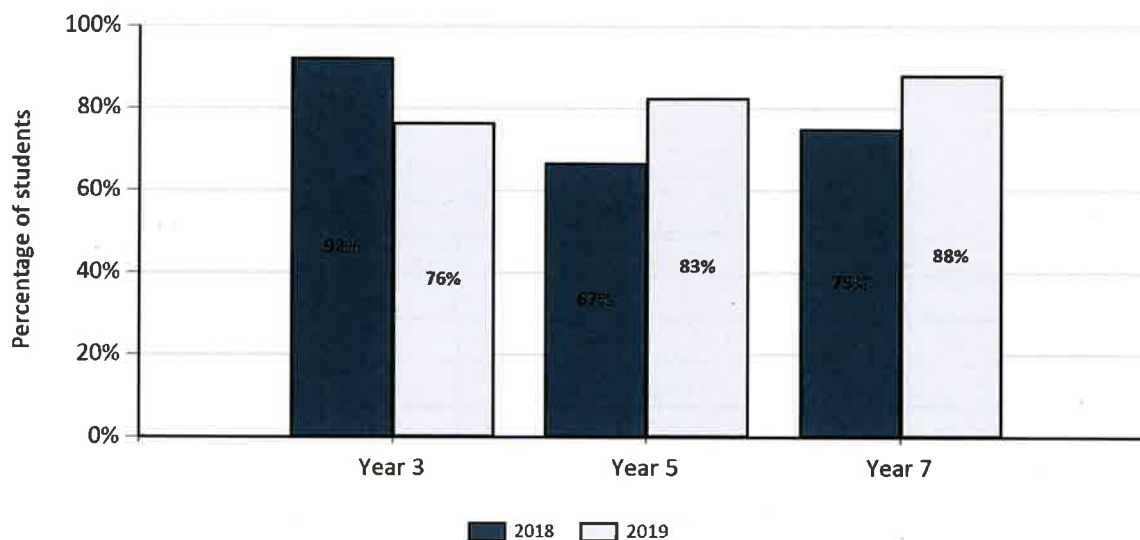


*NOTE: No NAPLAN testing was conducted in 2020.

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	29%	44%	25%
Middle progress group	43%	50%	50%
Lower progress group	29%	*	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	*	*	25%
Middle progress group	53%	67%	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 [^]		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 2019	17	17	5	2	29%	12%
Year 3 2017-2019 Average	16.3	16.3	4.0	3.0	24%	18%
Year 5 2019	23	23	6	1	26%	4%
Year 5 2017-2019 Average	19.3	19.3	3.0	2.0	16%	10%
Year 7 2019	17	17	6	4	35%	24%
Year 7 2017-2019 Average	20.0	20.0	4.3	3.7	22%	18%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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 COVID-19, students were unable to participate in NAPLAN testing, therefore no results are recorded. This year reflections are based on Progressive Achievement Testing.

PAT reading results indicate there is continued improvement over time. There was significant growth from students in years 3 to 4.

Reading results indicate the following:

- Year 3: 72% at or above standard
- Year 4: 83% at or above standard
- Year 5: 80% at or above standard
- Year 6: 77% at or above standard
- Year 7: 86% at or above standard

PAT Maths results also indicate that there has been continued improvement over time. Results indicate the following:

- Year 3: 89% at or above standard
- Year 4: 88% at or above standard
- Year 5: 88% at or above standard
- Year 6: 83% at or above standard
- Year 7: 57% at or above standard

Commitment to a whole school focus on guided reading, explicitly teaching reading comprehension strategies, and the explicit teaching of problem solving strategies in numeracy will continue to be a strong focus across Taillem Bend Primary School in 2021.

Our special needs coordinated program, transition links and early intervention strategies are working to get students off to an excellent start. Regular data analysis in literacy and numeracy allows for teachers leadership to target specific areas for development and to cater for whole school, classroom and individual needs. We continue to use this data and Australian Curriculum outcomes to plan for future directions in our curriculum delivery. Whole School Literacy and Numeracy Approaches will be reviewed and implemented in 2021.

We will continue to track and monitor each students growth, and will work hard and set high expectations for all students to achieve at their full potential, regardless of ability.

Attendance

Year level	2017	2018	2019	2020
Reception	92.0%	90.5%	93.7%	88.2%
Year 1	96.1%	92.2%	92.4%	84.7%
Year 2	92.7%	95.2%	93.3%	87.9%
Year 3	94.2%	94.6%	94.7%	86.3%
Year 4	90.8%	91.3%	93.8%	92.0%
Year 5	93.7%	90.6%	90.7%	87.9%
Year 6	93.1%	94.2%	91.7%	87.7%
Year 7	89.6%	93.6%	92.4%	87.6%
Total	92.7%	92.7%	92.8%	87.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

It has been pleasing to see our attendance across the school continue to improve in 2020 (even with COVID-19 disruptions) to achieve 87.6%.

While this percentage is slightly lower than DfE's target of 95%, it is important to note that this total Included 3 students with an attendance rate of less than 60%. These students tracked and monitored both by the school and our DfE Attendance Counsellor (when possible).

Behaviour support comment

There continues to be a positive trend in our behaviour development data which shows that Behaviour continues to diminish across the school. We feel that this is due to our strict adherence to high standards of behaviour and engagement in day to day learning. Inappropriate behaviour is dealt with fairly and in a timely manner.

The continued use of our behaviour "clip chart" has allowed for staff and students to continue to focus on the development of positive behaviours, rather than reacting to negative behaviour.

In 2020 we had a total of 3 take-homes and suspensions which is a significant reduction from previous years.

Client opinion summary

Our opinion survey data has indicated that Taillem Bend Primary School continues to be a place where our students, teachers and families are happy with they learning that is taking place. We will continue to use this data to make Taillem Bend Primary School an environment that our community feels they belong.

Parents Survey results.....

Teachers at this school expect my child to do their best - 100% agree/ strongly agree

Teachers at this school provide my child with useful feedback about their school work - 100% agree/ strongly agree

This school is well maintained - 100% agree/ strongly agree

My child feels safe at this school -- 100% agree/ strongly agree

Student behaviour is well managed at this school - 100% agree/ strongly agree

My child likes being at this school - 100% agree/ strongly agree

My child is making good progress at this school - 100% agree/ strongly agree

Staff Survey Results.....

Teachers at this school expect students to do their best - 100% agree/ strongly agree

Teachers at this school provide students with useful feedback about their school work - 100% agree/ strongly agree

Teachers at this school treat students fairly - 100% agree/ strongly agree

Student behaviour is well managed at this school - 100% agree/ strongly agree

Students like being at this school - 100% agree/ strongly agree

Staff are well supported at this school - 100% agree/ strongly agree

Student Survey Results.....

100% of students indicated that they are either very happy or mostly happy at Taillem Bend Primary School

100% of students indicated that teachers are either helpful or very helpful at Taillem Bend Primary School

100% of students have indicated that they are happy and safe at Taillem Bend Primary School

Intended destination

Leave Reason	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	1	3.6%
Transfer to SA Govt School	27	96.4%
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

To work or volunteer at Tailem Bend Primary School you must have a current relevant history clearance. All volunteers working with students across the school must have a DCSI Criminal History Check, completed by the Screening Unit.

All parents and related volunteers must complete the document obtained from the principal who will explain the procedures for filling out the requirements and for the 100 point check. This will then be lodged and paid for by the school. Parents are also requested to complete a form (ID Form) that will be entered on EDSAS which relates to their connection.

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	19
Post Graduate Qualifications	4

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	10.1	0.0	7.7
Persons	0	12	0	11

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

Financial statement

Funding Source	Amount
Grants: State	\$2,087,758
Grants: Commonwealth	\$20,000
Parent Contributions	\$51,898
Fund Raising	\$4,009
Other	\$51,391

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	0.74 school counsellor allocation received in 2020 - This funding is used to employ a Wellbeing Leader (0.8) to support students, teachers, families and the wider community	Increase in support for attendance & learning engagement.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Employment of SSO's to work with individual students to achieve one plan goals. SSO's were also employed to work with groups of students on targeted intervention programs in reading (LLI) and numeracy	One plan goals achieved & establishment of LLI reading program
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Rural & Isolated Students - allows us to subsidize the cost of camps and excursions for families and covers the cost of transport. Aboriginal students - employment of AET (0.2) & employment of local Indigenous community members to work with students on aboriginal cultural programs Numeracy & Literacy funding - directed towards staffing to allow us to reduce class sizes in the early years and to employ SSO's to work in classes during literacy and numeracy times - also running tailored intervention programs to support individual students.	High access for student learning in camps/excursions, Developed teacher capacity in reading & maths, Wave 2 intervention implemented for students in reading.
Program funding for all students	Australian Curriculum	Funds were used to support the release of teachers in partnership Reading training, T&D and planning	Improved access for staff to participate in professional learning.
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Directed towards staffing - employment of SSO's in each classroom to support during literacy and numeracy times and targeted intervention.	Improved literacy and numeracy outcomes across all areas
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

