



Padthaway Primary School

2021 annual report to the community

Padthaway Primary School Number: 0593

Partnership: Wrattenbully

Signature

School principal:

Miss Jess Edwards

Governing council chair:

Sam Ward

Date of endorsement:

13 December 2021



Government
of South Australia
Department for Education

Context and highlights

Padthaway Primary School and Preschool are considered a Category 6 Index of Disadvantage Rural site, with a final enrolment of 58 students and an additional 3 Preschool children. Padthaway Primary School has 14 staff members. The school is part of the Wrattobully Partnership and is set in a rural setting surrounded by agriculture, viticulture and the Padthaway Golf Course and Conservation Park in the Upper Limestone Coast. At Padthaway School the Student Representative Council (SRC) organises many fundraising activities for students to participate in. Student voice is an important aspect of the school and is used to help map the directions for the future years. Students with access to School Card account for 15.5% of the student cohort. Our cultural complexity is small with no English as Second Language students. There are four Aboriginal/ Torres Straits Islander students. The School has a recognised disability support cohort representing 6.8% of our students. In 2021, the site was in the third year of the 3-year Site Improvement Plan cycle, focused on enhancing student outcomes in both reading and writing from R-7. The school implements a whole site approach to spelling, writing and reading comprehension. The staff attend trainings to support these changes to site practice and work collaboratively to make the adjustments and teaching as consistent as possible to improve student outcomes. Hannah Davey was the R/1/2 Teacher with the preschool incorporated 3 days a week, Hannah Clothier was the 3/4/5 teacher, Rebekah Duell was the 6/7 teacher. Ebony Capurso was the NIT teacher for 3 days a week. The Preschool continued to run weekly Playgroup sessions on Wednesdays. The connection Preschool aged students have with others, their environment and their educator has become more evident. Students continued learning Indonesian through Open Access College. Finance and Administration Officer Kirilie Turner continued in her role, Vicki Heym began transitioning as Finance Manager Mid-year. To take over from Kirilie Turner who will be resigning at the end of 2021. School Service Officers were Byron Edwards, Tammy Mathews, Emma Cooper and Lissy Orton. Troy Mathews continued as Groundsperson. Pastoral Care Worker, Lisa Graetz, continues her role at Padthaway School. She was able to demonstrate the huge contribution to the wellbeing of all students and staff.

Governing council report

Another twelve months down the track since we were blessed with the appearance of covid 19 and what a lot of change we have seen. From more home schooling earlier in the year to borders opening and everyone getting double vaccinated so we can enjoy the relaxing of restrictions within Australia and very soon internationally. We commend our principal and her team for navigating through this testing time and making the best of the situation. Miss Edwards started in the middle of the year taking over during Corinne Mowat's year of Maternity. We have all thoroughly enjoyed getting to know Jess and are very sad to see her move on to a new and challenging role as the South school Principal at Naracoorte. Congratulations on being accepted for this Jess it is a high achievement. As Jess moves on to her next chapter, we look forward to meeting and getting to know Judy Goodes who will be leading our school for the next six months until Mrs Mowat's return. Judy comes with a wealth of experience in leadership and we welcome her to our school and community. There have been several notable events over the past year with the arrival of little Conner Mowat, Miss Davies becoming Mrs Vogelsang and Hannah and Matt Drury expecting their first child very soon. There are a lot of aspects to the smooth and successful management of a school like ours. Finance is one of them and we thank Kirilie Turner for her tireless input and hard work in this field over the last ten years. Our school has never been in a better state of financial health and it hasn't happened by chance. Kirilie has been working closely with Vicki Heym over the last six months ensuring a smooth change over as she and Dave move on to another chapter and concentrate on building a new home on their Tiver rd property. Vicki is already doing an amazing job and has a friendly smile for anyone coming through the doors in our foyer. Mr Byron Edwards has been an SSO with us for 6 years now and his friendliness and dedication to his work has not gone unnoticed. Thanks you Byron on behalf of our school and community and we wish you all the best. We thank all of our teachers and SSO's for their ongoing hard work in maintaining the high standard of learning we are used to here at Padthaway primary. Thanks to; Our SSO team; Tammy Mathews, Byron Edwards, Lissy Orton, Vicki Heym, Kirilie Turner and Emma Cooper. R12 class teacher Hannah Vogelsang 345 class Teacher Hannah Drury and for the last term Miss T and Ms Rodda. 67 Bek Duell NIT teacher Ebony Capurso. Also a very big thanks to the governing council members. I have enjoyed working with you all again over the past twelve months. I would encourage anyone who is interested to co

Quality improvement planning

Improvement Area :Reading

Capturing Implementation Progress

What specific strategies have we implemented with consistency?

Consistency of Guided Reading routines have been implemented across the site allowing students to have targeted

reading goals, which is now leading into the embedding phase. Teachers are now all using a common approach to Running Records, using the Fountas and Pinnell Continuum resource. Initialit has been implemented into the Junior Primary class. All teachers are using a common text "Sheena Camera" to lift comprehension in reading.

What didn't we implement as effectively?

Initialit was only introduced later in Term 2 to the Receptions and Year 1s, and with current support from a literacy coach we are seeking how to best implement this across a composite R-2 class. Year 2s did not have explicit Initialit lessons with the teacher – this will be the focus for next year.

Reviewing Impact Evidence

NAPLAN Reading targets in SIP were met

"More than half of the Year 3, 5 and 7 cohort achieves Band 4 (year 3), Band 6 (year 5), Band 7 (year 7) in NAPLAN Reading"

Year 7 - 2 out of 3 students met target 66%

Year 3- 6 out of 10 students met target 60%

Year 5 - 4 out of 7 students met target 57%

PAT Reading Targets in SIP were not met

"Maintain the 74% of students mastering comprehension strategies as evidenced by exceeding SEA in PAT-R Data Year 3-7"

PAT READING 2021 = 71.8% Maintained SEA in PAT R

Running Record Targets were not met

"Increase number of students exceeding the SEA for Running Records in R-2 from 55% to 75%"

2021 Running Records F-2 = 72.2%

Drawing out lessons about Improvement

Which actions/ strategies seem to be more and less effective in bringing about the desired changes?

Teachers have increased their own confidence in teaching reading and this is due to termly teaching sprints and leader/peer observations to consistently reflect on practice.

Guided reading processes are consistent across the site and language amongst students is consistent. Students are clearly able to articulate their reading goals and identify what their next step is. This shows that we are beginning to see the shift from teacher to student.

Consideration for Next steps in Improvement

Although not all targets were met, data clearly shows a big improvement in student outcomes in reading. We are beginning to see the 'buds', but need to continue to embed the strategies that have been put in place. Continuing teachers curriculum knowledge will assist to extend children into the higher bands. A change over in staff next year will mean that teaching sprints, observations and coaching will be a continued priority to ensure consistency. Our targets will need to be more explicit and aimed at HB.

Improvement Area :Writing

Capturing Implementation Progress

What specific strategies have we implemented with consistency?

This year we have implemented 7 steps as a writing resource across the site, along with writing conferences to enable students to reflect on their writing and set targeted goals. Teachers are beginning to use a common approach to writing conferences across the site using VCOP and 7 steps assessments.

What didn't we implement as effectively?

Having VCOP and 7 Steps has been challenging for teachers- this pedagogy may need to be refined so expectations for students are clearer.

Reviewing Impact Evidence

NAPLAN Writing targets in SIP were NOT met

“More than half of the Year 3, 5 and 7 cohort achieves Band 4 (year 3), Band 6 (year 5), Band 7 (year 7) in NAPLAN Writing.”

Year 3 60% reached band 4

year 5 no students reached target

Year 7 no students reached target

Cold Write data targets in SIP were not met

“ Cold Write Assessment Scale demonstrates students R-7 are above their expected writing level”

Year 6 - 23% at or above

Year 5 - 25% at or above

Year 4 - 0% at or above

Year 3 - 20% at or above

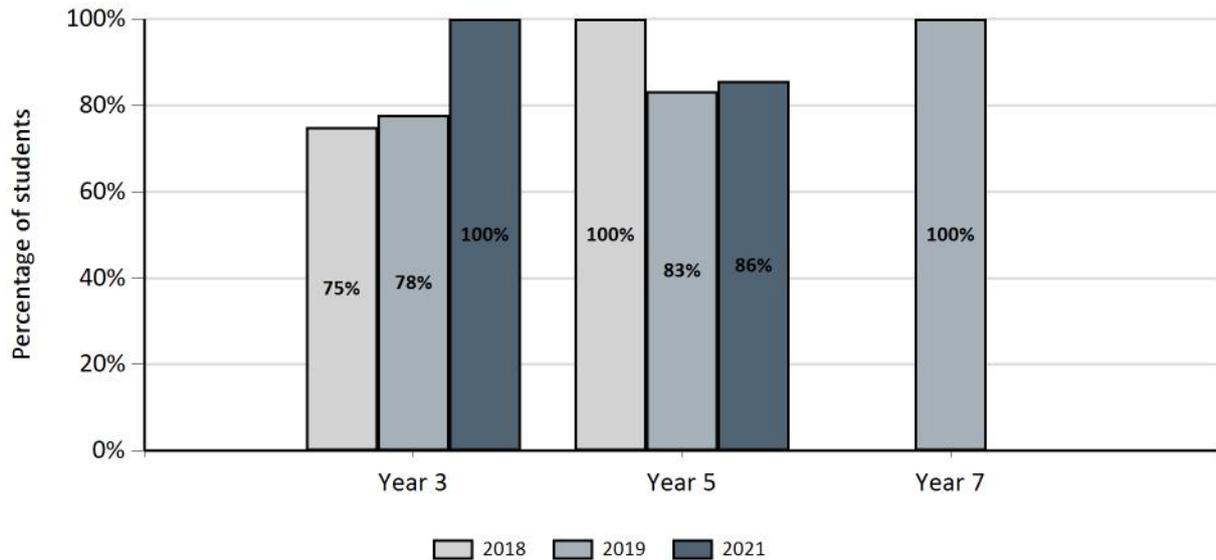
Year 2 - 50% at or ab

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

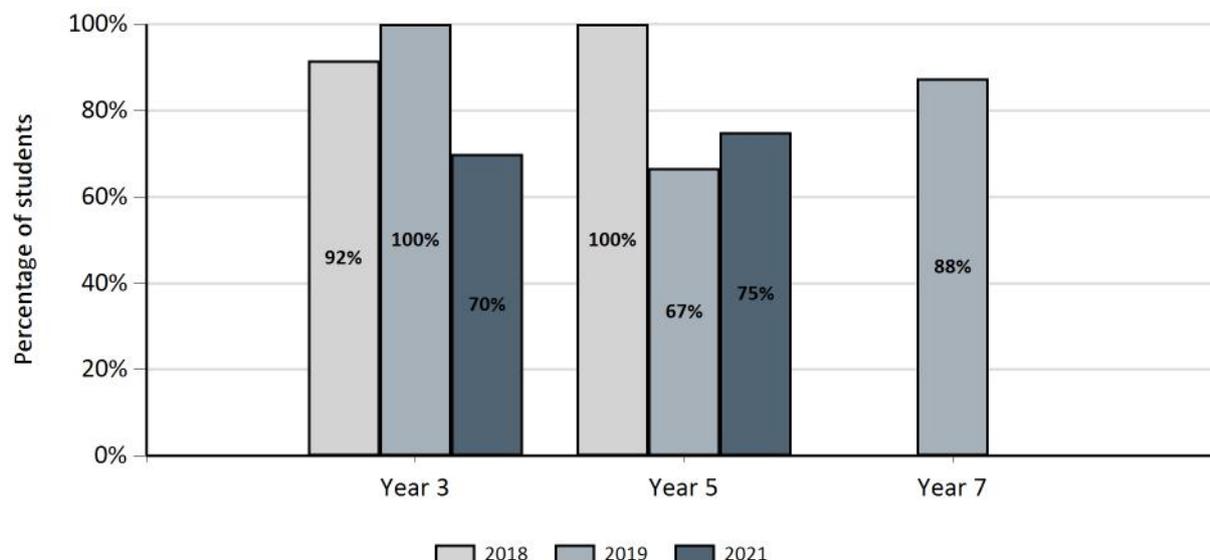


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	10	10	5	3	50%	30%
Year 3 2019-2021 Average	9.5	9.5	4.0	2.0	42%	21%
Year 5 2021	7	8	3	1	43%	13%
Year 5 2019-2021 Average	6.5	7.0	1.5	1.0	23%	14%
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

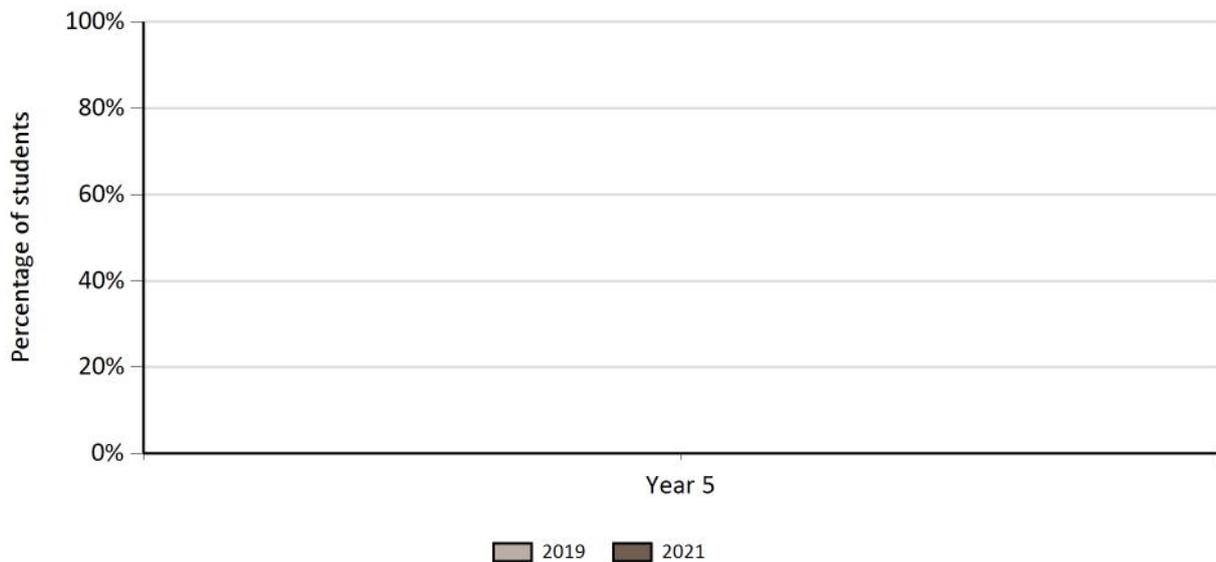
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The Aboriginal Learners in our school were supported by an SSO 1:1 or in a small group (2 or 3 students) outside of their regular classroom. This occurred twice per week, focusing on skills with phonics, reading and spelling. The SSO and students worked with the MiniLit or MacqLit programs depending on development level as well as teacher provided resources, to build these skills across the year.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Teachers tracked individual children's goals and development throughout each term and had termly meetings with the leader to record the setting of new goals for each of the Aboriginal students in their class relating to reading, writing and Maths. The leader kept this termly accumulating document of goals and progress for each of the children. The children were able to effectively set personal goals fortnightly and termly for writing. They achieved these goals with varying independence and had SSO support and teacher guidance when necessary. Linda Clayton ACEO support one of our students in Term 4 to assist with attendance. This relationship was highly valuable and successful for this students learning and attendance outcomes.

School performance comment

Padthaway Primary School has a small cohort of students and with regard to meaningful averages for diagnostic testing, it is not informative to compare small student cohort numbers from year to year.

The School partook in the PAT diagnostic tests in areas of Literacy and Numeracy for students in Years 3-7. As well as NAPLAN IN YEARS 3,5 & 7. These tests provide teachers with an additional data set to inform teaching and learning for students.

Our key motivation as a School community remains moving the students below SEA to meet the standard and pushing those meeting SEA to achieve the higher bands. This was demonstrated in 2021 in PAT and NAPLAN results with majority of student results reaching above standard compared to previous years, however it is still a focus for Padthaway. The continuation of MacqLit and MiniLit has seen students in the Lower bands improve in spelling and reading comprehension and this will still be implemented in 2021.

Student achievement continues to improve at Padthaway School. As in previous years, we aim to ensure all students improve by 1 year or more in Literacy and Numeracy each year

Attendance

Year level	2018	2019	2020	2021
Reception	94.3%	92.6%	93.3%	92.0%
Year 1	88.1%	92.2%	90.9%	92.6%
Year 2	91.5%	91.4%	93.2%	94.7%
Year 3	92.7%	91.3%	87.2%	92.8%
Year 4	93.0%	96.4%	88.4%	91.6%
Year 5	96.3%	94.4%	95.8%	86.7%
Year 6	92.7%	93.9%	93.1%	93.2%
Year 7	90.1%	94.5%	93.2%	91.9%
Total	92.6%	93.6%	92.4%	92.0%

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

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

Attendance comment

At Padthaway Primary School we have documented protocols that are followed by Staff regarding student attendance. Written notes are required for non-attendance. In addition, families contact the school when a student is not able to attend that day. Non-attendance is addressed within 2 days. Attendance is impacted by family holidays, farm-related events, medical appointments and sport commitments. Specifically, when a child in a local family requires a medical appointment away from Padthaway, siblings are often withdrawn from school due to limited support for students to attend care outside of school during mornings and evenings. Attendance is managed through follow-up phone calls to homes. In addition, the School reports to parents about overall attendance through report cards.

Behaviour support comment

Behaviour at Padthaway Primary School has been positive for 2021. The development of student responsibility and resilience has seen students growing in maturity and understanding. Student voice is a priority and although teachers may need to step in at times, these issues are minor and student interaction and problem solving is encouraged. In 2022 staff will be undertaking the Berry Street Education Model, which will assist in implementing a whole school approach to wellbeing.

Parent opinion survey summary

The parent opinion survey shows very favourable results. This can be attributed to the positive environment fostered by leadership and staff around the school and in the classroom. The data collected from our Parent Surveys reflects a high degree of customer satisfaction with all aspects of our school environment, with the results being very positive. This is reflected in the community participation at the school in 2021.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

During the year all relevant staff and volunteers underwent relevant Working With Children Checks or transferred their still current Criminal History Screenings to the new WWCC. This process included all volunteers and Governing Council members.

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	5
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	4.6	0.0	3.5
Persons	0	5	0	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$4,250
Parent Contributions	\$14,022
Fund Raising	\$5,200
Other	\$0

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

2021 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 2021 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	Resourcing whole-school wellbeing activities once a term, weekly Wellbeing lessons and supporting three Upper Primary students to enhance student wellbeing (Wellbeing Ambassadors) through events and mini lessons.	Increased engagement and independence with challenges and problem-solving.
	Improved outcomes for students with an additional language or dialect	No students attend Padthaway Primary with an additional language or dialect.	No students attend Padthaway Primary with an additional language or dialect.
	Inclusive Education Support Program	1:1 or small group support with SSO instruction to improve student outcomes and achieve individual goals for children with disabilities as well as speech, learning, social, emotional and gross/fine motor difficulties.	Students collaboratively reaching academic, physical, speech and social goals.
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	Staff training targeted at areas identified in SIP and individual PDP meetings. Implementation is monitored to ensure training is applied to benefit students outcomes. Purchasing of classroom resources and literacy intervention programmes continued to ensure classroom and small group instruction remains in line with site and partnership expectations. Early Years continued to use funding to support playful pedagogies. SSO tuition of small groups or 1:1 focused on reading and comprehension.	improved student PAT and reading results as well as engagement and contact time with teachers during Literacy and Numeracy. Continued Literacy interventions.
Program funding for all students	Australian Curriculum	Literacy resourcing and training to ensure curriculum is taught extensively and in an interactive way	Resourcing provided for all, supporting implementation and engagement.
Other discretionary funding	Aboriginal languages programs Initiatives	Four Aboriginal students were carefully planned for, supported with explicit 1:1 Literacy intervention and an individual learning plan was developed for each of them.	Students were developing and achieving Termly SMARTAR Goals.
	Better schools funding	Better schools Funding was used to have extra SSOs to implement intervention strategies with ATSI students.	Students reaching SEA
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

