



Ardtornish Primary School

2020 annual report to the community

Ardtornish Primary School Number: 1540

Partnership: Modbury

Signature

School principal:

Mark Hansen

A handwritten signature in black ink, appearing to read "Mark Hansen".

Governing council chair:

Katherine Nairn

A handwritten signature in black ink, appearing to read "Katherine Nairn".

Date of endorsement:

1 March 2021



Government
of South Australia

Department for Education

Context and highlights

The school grew to twenty one classes and requests for enrolments from outside our zone increased as parents sought to gain access to our school's diverse and high quality programs and our outstanding early literacy program.

The year 2020 was highly eventful and full of change as the school community responded to the challenges brought on by the COVID Virus and the beginnings of our school redevelopment process, which required 13 classes to undertake a move to new teaching spaces in Term 4.

The fact that staff quickly and effectively organised online learning, at the end of Term 1, demonstrated their high levels of skills in using ICT to enhance student learning. These skills are particularly evident through the implementation of our Yrs 5-7 one on one chrome book program. Staff used Dashboard Management and Google Classroom to assist the students to effectively use their Google cloud accounts. Google Classroom was also used by staff to assign, receive and mark students tests and assignments, thus providing quick and effective feedback via the cloud. A Yr5, 6 & 7, student Minecraft team, developed a Minecraft EDU world while our Vex Robotics Teams of Yr5 – 7 students, on a focus day, created, designed and programmed robots, to solve a problem. Online learning was enhanced in a range of classrooms through the weekly use of Khan Academy, Read Theory, Quill and Typing.com. Two staff were a part of the Stem500 program.

Once again students were also deeply involved in dramatic arts as 3 classes performed the Jungle Book in Term 4. Our choir attended the world premiere of the Choir Festival movie instead of performing and in November we participated in the National program Music 'Count Us In' where all students came together on the courts and did whole school drumming.

The SRC was highly active and ran a range of events including discos, Children's Week activites and a Freaky Friday Games evening for students in Yrs 5/7. The work of the SRC executive group was outstanding as they responded to student suggestions and ideas for making our school a place students felt happy to attend.

Ardtornish has an outstanding library that provides programs across the school to promote reading and it operates as the cultural centre of our school. In 2020 our librarian, Jane Moore, ran a series of professional Development programs for other librarians across the state highlighting ways to increase students' commitment to reading and improve their comprehension skills.

Our second annual 'Student Writers' Festival' was held in Term 3 and every student in the school contributed a novel, story, or nonfiction text to the 'Student Author Section' of the library.

Governing council report

2020 demonstrated what a resilient and flexible community we were as staff, students and families demonstrated maturity, patience and understanding in the face of the many COVID disruptions and restrictions. The staff, in particular, ensured that students and families were accommodated and that learning could continue in an effective manner, even when classes had to reallocate to new rooms in Term 4.

Despite the challenges unique to the year, a large number of activities and community events were held, including camps, the Jungle Book production and many SAPSASA events, which were embraced with enthusiasm, energy and skill. The students and staff are to be commended for their dedication and innovation throughout the year.

Our FACE committee worked remarkably well in a complex year to coordinate and run a number of highly successful fundraising events throughout the year. These included the Mother's Day, Father's Day and Christmas stalls, as well as a Car Boot and Community Market. These events are always a lot of hard but worthwhile work for the FACE committee, and we are grateful for their ongoing efforts.

The Education committee is looking to secure Cyber Safety information courses directed at parents and caregivers.

The Grounds committee continued to be busy improving facilities and safety around the school. They were also busy seeing to preparations for the temporary classrooms and building work.

The Sports committee had a busy and successful year. SAPSASA continued to have very enthusiastic participation amongst the older students at the school, with several students representing the school at District and State levels. The Pedal Prix had a small but enthusiastic membership this year, though unfortunately most races were cancelled. The school's dance program continues to expand, with each dance team showing great improvement throughout the year and performing well during the Competitions.

The Canteen committee have continued to think and plan innovatively for the nutrition needs and lifestyle choices of those attending Ardtornish, trialling and introducing a number of food options to accommodate our increasingly diverse school community. They were also very thorough in maintaining COVID-safe practices, to ensure the safety of all staff and students.

The Finance committee have continued to work hard at streamlining financial processes and transparency at the school. I would like to thank all of the teaching staff, SSO's, front office staff, the leadership team, the Governing Council Reps and all volunteers at our school for their tremendous efforts during the unique and challenging year that 2020 has been.

Quality improvement planning

The school engaged in three curriculum challenges.

In reading this was to implement highly effective reading comprehension strategies, closely track and monitor students' reading development and increase the amount of independent reading students engage in so students will improve their comprehension skills and perform in the higher bands for NAPLAN reading.

ACTIONS - Teachers analysed the reading results of students using PAT, NAPLAN, RR results and RWI levels to understand learning needs. Staff undertook professional learning to implement guided reading and use of reading interviews. The librarian modelled and gave observational feedback to develop fidelity around the agreed approaches. SSO's were trained in how to support RWI sessions. Classroom libraries were expanded. JP teachers reviewed their use of the Heggerty Phonological awareness program. Staff Meet regularly to analyse student-reading development. JP focus on RWI groups. Primary on the evidence of improvement related to formative assessment data gathered from guided reading sessions, book interviews and fresh start progress. The fresh start program and how we use it was modified. Further refinement of RWI practices took place. In 2021 we will continue our focus on embedding comprehension building strategies across the school and developing students vocabularies.

In writing we committed to explicitly teaching writing skills, built on a strong oral language program, in a way that would support students to view themselves as authors and be informed by the NAPLAN and Brightpath marking guides. In doing this we worked to develop students meta language so they could better talk about and assess the structure of their texts and increase their writing achievement, as measured by the Brightpath scale, and perform in the NAPLAN higher bands.

ACTIONS - Staff analysed Brightpath & NAPLAN data and identified students' learning needs to target instruction. Staff undertook further training in the genre being assessed by Brightpath. Staff supported to understand what grammatical skills students need to know at each year level and they further their understanding of how functional grammar skills and meta language support student writing development. Staff Moderate students' work samples using Brightpath and determine next instructional focus. Staff explore the use of Bump it up walls. Teachers developed a writing culture in line with our "writing Culture" checklist. All students produced their own or a joint text and published it in the library. Students were provided with opportunities to provide feedback and support for each other's writing development. We set higher expectation for the quality of handwriting and book work. In 2021 we will extend our use of the Brightpath method for improving writing.

In maths we were focussed on planning and delivering maths instruction, with a high degree of intentionality, in a manner informed by a clear understanding of the specific developmental experiences students require to master particular mathematical concepts and use formative assessment practices to monitor their achievement and provide targeted intervention so all students would be engaging in developmentally appropriate tasks and move into higher NAPLAN bands.

ACTIONS - Teachers analysed the maths results of students using PAT, NAPLAN levels to inform their programming. JP Staff undertook the "Preventing the Numeracy Gap" Course to get a range of practical ideas, backed by research to support the design of lessons. Staff teams used the Natural maths planning proforma, regularly shared their programs and Top 5's to learn from each other and continued developing a shared folder of planning samples F - 7. Teams met to analyse student-maths development and undertake the joint planning of developmentally appropriate lessons using the Natural maths planning proforma to document their work. In 2021 we will continue joint planning and assessment and look at intervention strategies.

Improvement: Aboriginal learners

Aboriginal students at our school are performing well and 100% have reached SEA for maths and literacy.

Their performance is regularly monitored by staff.

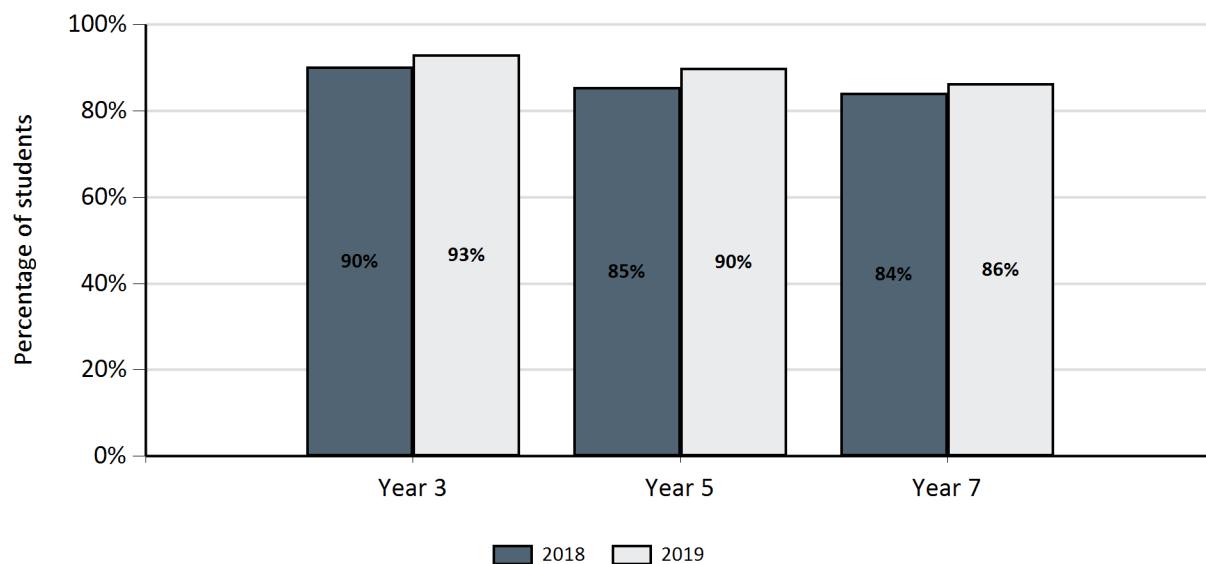
Our ACEO partners with staff to ensure that both the academic and social and emotional needs of Aboriginal students are effectively addressed and that any concerns raised by students or their families are responded to in ways that will meet their needs.

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

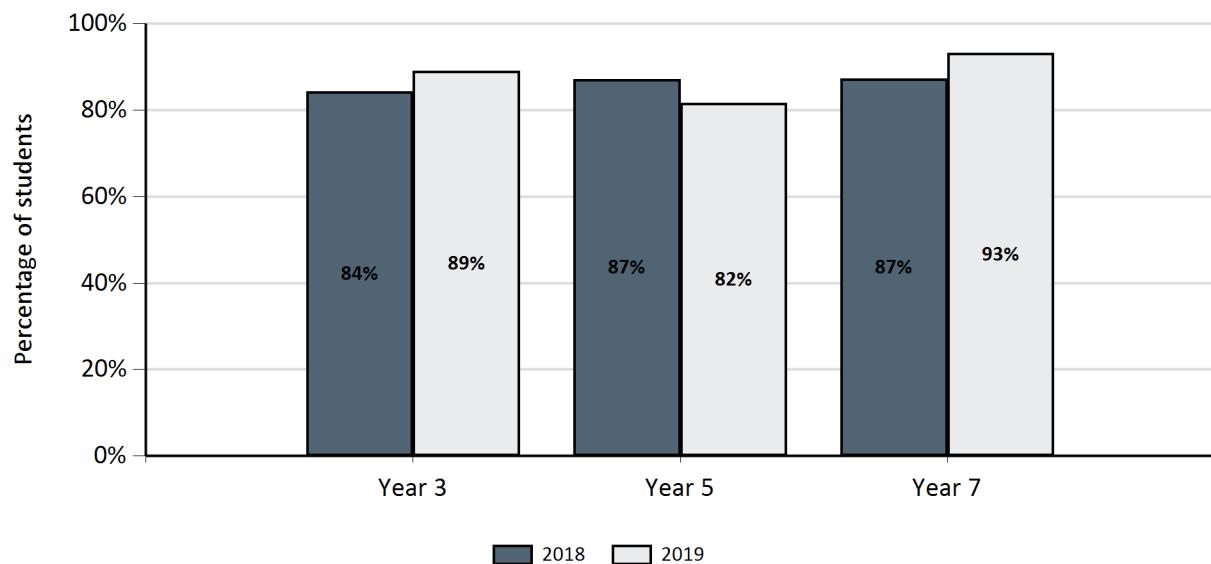


*NOTE: No NAPLAN testing was conducted in 2020.

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	17%	26%	25%
Middle progress group	59%	48%	50%
Lower progress group	24%	26%	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	11%	24%	25%
Middle progress group	56%	59%	50%
Lower progress group	33%	17%	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	73	73	45	32	62%	44%
Year 3 2017-2019 Average	62.3	62.3	36.0	27.0	58%	43%
Year 5 2019	60	60	19	15	32%	25%
Year 5 2017-2019 Average	56.0	56.0	21.0	13.0	38%	23%
Year 7 2019	44	44	13	17	30%	39%
Year 7 2017-2019 Average	55.3	55.3	12.7	14.0	23%	25%

*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

The school is committed to enhancing student learning achievement by using effective teaching approaches that are supported by research. Recognising that a consistency of practice is vital to ensuring students make continual progress, our site improvement plan is focussed on supporting all students to understand the goals of their learning and, by providing them with formative assessment, have them actively engaging with tasks and monitoring their development.

The appointment of an early years literacy coach to ensure that our synthetic phonics program, "Read Write Inc," is run with a high level of integrity has enabled:

- 80% of Yr 1 students to achieve above standard with 30% perform above level 27
- 90% of Yr 2 students to achieve above standard with 72% above level 27.

In 2020 88.5% of Yr 3 students met the SEA for PAT Reading, a 5% improvement on 2019.

The librarian's role has evolved over the last few years to one that is focussed on developing the reading achievement of students in the Primary Years as they experience more explicit instruction in how to comprehend texts while also developing a greater love of reading. Our success in improving reading is reflected by the upward trend in our NAPLAN results at each year level.

Our Maths improvement journey has been focussed on understanding the developmental stages students pass through as they become numerate, so we can ensure that they are provided with developmentally appropriate experiences. In 2020, 92.3% of Year 7 students achieved the PAT Maths SEA, which represented a 3% improvement on our 2019 results while our NAPLAN results at this year level improved by 6%. These students are now much more confident problem solvers as a result of the changes staff have made to their practice.

The year 3 students also made a 5% gain from the previous years results.

Our upper progression results for both reading and maths from year 3 to 5 are at 17% (reading) and 11% (maths). These are lower than the state average as we come off a very high level of achievement at year 3 which makes it difficult for students to display a high degree of growth moving to year 5. This is also true of students' achievement in the upper bands, especially with reading where 62% of year 3 students are in the top bands. This is because at year three level our students excellent decoding skills lift their scores but as the complexity of vocabulary and ideas in texts increases, as they move to years 5 and 7 a different skill set is needed to maintain their ability to fully understand more complex text, hence our focus on reading comprehension development in our SIP.

The school's participation in the Brightpath program, for the past three years, has seen our students writing with much more confidence and using appropriate text structures to express their ideas. We are using this program to track students' individual development and provide them with specific improvement feedback. Fluctuations in student recorded achievement from year to year reinforces the need to look at their ongoing development 'over time' across multiple examples of work as 'one-off' samples may not give a true indication of what they can achieve outside a testing environment where they are not under pressure to write to a specific topic.

Attendance

Year level	2017	2018	2019	2020
Reception	94.1%	94.2%	94.1%	90.6%
Year 1	94.4%	93.4%	93.7%	93.7%
Year 2	94.9%	94.1%	94.2%	91.7%
Year 3	94.0%	95.0%	94.2%	91.5%
Year 4	94.8%	94.6%	95.2%	92.2%
Year 5	93.9%	95.1%	92.9%	92.1%
Year 6	94.2%	94.1%	95.2%	88.4%
Year 7	92.3%	93.5%	92.9%	92.2%
Primary Other	N/A	92.1%	100.0%	N/A
Total	94.1%	94.2%	94.1%	91.7%

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

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

Attendance comment

Attendance at Ardtornish has an average of 91.7% across all year levels and effective processes are in place to monitor and manage unexplained absences.

One leading factor that impacts on our figures is the high numbers of students who go on holidays with their families outside of official school holiday periods and the impact of COVID isolation.

Behaviour support comment

Ardtornish has an anti-bullying policy published on its website along with advice about how to handle bullying. Anti-bullying training is run with all classes at the beginning of each year and appropriate practices are reinforced and reiterated regularly on a class-by-class basis, as well as at whole school assemblies.

Classes and small groups of students participate in a social skills enrichment program, 'What's the Buzz?' to develop common behavioural language.

Issues around behaviour and bullying are addressed in a specific section of each staff meeting. Trend data about behaviour is summarized and examined each term.

A restorative practice approach is taken to support students to resolve issues and learn from them.

Client opinion summary

In the 2020, 'Parent Opinion Survey' the 165 respondents expressed very positive sentiments about the school. 92% of parents reported that they often talk to their child about what happens at school so they are well informed about what their children are experiencing.

The strongest positive ratings acknowledged that people respect each other at our school and that teachers and students treat each other with respect. This lead to 96% of parents feeling that their child/ren are important to the school.

Parents also appreciated the level of communication that exists between home and school and 82% of respondents said they knew what standards of work the school expected of their child.

The school has a commitment to supporting student learning by providing them with useful feedback about the school work and 93% of parents agreed that this was happening.

In response to the question "Would you like more help from the school with your child's learning," 33% of parents said they would like more assistance to help them address their needs and 25% would like the school to address their needs better. This reflects the need for us to continue to ensure we use our available resources to build systems that support all students to improve.

The school's Leaders have an open door policy with the community and they actively promote parent participation in the school. They encourage the honest and immediate communication of any issues, as they may arise, so they can be jointly resolved.

Levels of complaint are extremely low and issues are always quickly addressed. Parents actively promote the high quality of our school in the wider community.

Staff reported high levels of satisfaction with the the school with 90% of them saying the site motivated them to contribute more than is normally required to complete their work and given the opportunity, they tell others great things about working at this site.

The positive school climate has enable us to maintain a stable staff group over many years so each year we can build on previous learning and our programs are run with greater consistency.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	7.6%
Other	3	4.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	12.1%
Transfer to SA Govt School	50	75.8%
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 are fully compliant with the Department for Education's Relevant History Screening requirements.

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	51
Post Graduate Qualifications	13

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	28.2	0.3	15.4
Persons	0	33	1	21

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

Financial statement

Funding Source	Amount
Grants: State	\$4,748,404
Grants: Commonwealth	\$228,864
Parent Contributions	\$286,876
Fund Raising	\$21,552
Other	\$225,190

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	Staff undertook training in the Berry Street program and then implemented it in the classroom. The focus was on increasing student engagement with the curriculum.	Teachers were familiarised with the Berry Street program and it was trialled.
	Improved outcomes for students with an additional language or dialect	Identified students were provided with additional support with reading and writing with a trained SSO.	Students comprehension and writing improved in line with their plans.
	Inclusive Education Support Program	This funding was primarily used to provide SSO support to assist them to reach their documented learning goals in relation to literacy, mathematics and social learning.	Outcomes were regularly reviewed and support strategies developed.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Funding was directed towards the provision of SSO staff that were trained in how to deliver our core literacy programs in individual and small group settings. Student growth was closely monitored through a data base and the size and composite of support groups was varied based on students needs. The use of consistent practices of instruction, by the teacher and SSO, meant that students were able to increase their level of engagement with the curriculum in a focused manner.	Student development was closely tracked and recorded each term and a review of the success of intervention strategies was undertaken.
	First language maintenance & development		
	Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	This money was used to purchase resources to support our use of The Australian Curriculum in literacy and mathematics and to release staff for training and development.	Our achievement results have been trending upwards.
	Aboriginal languages programs Initiatives	N/A	N/A
Better schools funding		This was used to reduce class sizes and provide additional SSO support for student learning programs.	Increase in student NAPLAN results
Specialist school reporting (as required)	N/A		N/A
Other discretionary funding	Improved outcomes for gifted students	N/A	N/A