

Poonindie Community Learning Centre

2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Poonindie Community Learning Centre Number: 351

Partnership: Port Lincoln

Name of School Principal:

Robyn Kenny

Name of Governing Council Chair:

Tennelle Shepperd

Date of Endorsement:

Wednesday 21st March 2018

School Context and Highlights

Our school remains as a Category 4 according to the Education Disadvantage model. Our ICSEA value is rated at 984 according to the My School Website.

In 2017 our enrolment numbers in term 1 were at 92. This number fluctuated throughout the year with children leaving and new ones enrolling. Statistics revealed:

*25% of students were new enrolments to our school in 2017

*43% female and 56% male students.

*14% indigenous students ,

*21% students with at least one family member with a language other than English.

*15% verified as a student with a disability.

*33% entered on NCCD database

*24% of school card families .

*72% of students travel to school by school bus.

*Students come from Poonindie, Port Lincoln, Louth Bay, North Shields and surrounding areas.

Our students were distributed amongst 4 classes: Reception/Year 1, Year 1/2 , Year 3/4, and a Year 5/6/7 class. Teaching staff numbered 8 (including Principal). R/Yr 1 class teachers- Emma Anderson/Tammy Stratford, Year 1/2 teacher Caroline Gray, Year 3/4 teacher- Rory Hunt and Year 5/6/7 teacher Clint Beard. NFFT providers were Luke Frears (Music, HASS and PE) and Penny Ellin for Languages other than English (Indonesian). Jenny Purdie, Jenny Sinclair, Natasha Cairns, Sharon Walker and Linda Doudle supported in classrooms. Vicki Matthews continued to be our Front Office Finance Officer and Bryce Barns our groundsman. Helen Schramm was our Pastoral Care Worker for 2 days a week.

In 2017 we were funded for 6 hours/week for an Aboriginal Community Education Officer. Anthony Stengle successfully filled this position for 2 terms until he returned to family in Adelaide in term 3.

Highlights of the year included:

Clint Beard winning the Credit Union SA Primary Teacher of the Year award

Rory Hunt and Emma Anderson leading the learning for other teachers in our Port Lincoln Partnership at other sites

Rory Hunt presenting at the YUMI maths summit in Brisbane to teachers from around Australia

PAT M & R and NAPLAN results showing that majority of our students are achieving above the DECD SEA benchmarks

The continuation of implementation of YUMI maths across our site.

Continuation of a successful working relationship with our Preschool

A new sandpit and Yarning Circle installed in our yard

Fabulous Bookweek "Escape to Everywhere" activities

Helen's Girls Night in and Boys Night out

Nautilus theatre end of year concert, Harmony Day, Sports days, Book week, SRC Fundraisers

Governing Council Report

Poonindie has certainly grown and changed a lot this year and with the change we have seen more families join our school, to learn and flourish in the wonderful environment our school provides. We have had many wonderful moments over the year to reflect upon which highlight how truly lucky we are to be part of such a fantastic place that is educating our children.

Poonindie community Learning Centre has again had a busy year with a new big sand pit and a lovely new front garden added to our yard. We have been part of some great SRC fundraising days as well as our own annual sports days and Ungarra and Port Neill schools joining us for a combined sports day in term 3. The school enjoyed many excursions and activities to extend our children and their learning.

I would just like to thank Robyn and all the staff at the school as well as the amazing governing council committee for their hard work on making this year such a success. The success of our major fundraiser in 2016 resulted in our Fete committee earning an Australia Day Event of the Year Award which was a lovely accolade to be given to those who put so much work into the day. This award was provided by the District Council of Lower Eyre Peninsula on Australia Day in Cummins.

We are so proud of the dedication of our teachers and support staff and the results our children are getting is a true gauge of the professionalism we have here at Poonindie. We truly have something to be proud of. Congratulations to our year seven students on their graduation. We are extremely proud of our graduates as they leave for high school. We see many of our past students leading the way with great results after life at Poonindie.

I look forward to what 2018 brings at Poonindie Community Learning Centre.

Improvement Planning and Outcomes

Priority 1: Raising student achievement #Every child improves their achievement in writing measured by NAPLAN and EALD Language and Literacy Levels: Key Strategies: Continue EALD moderation of writing samples for September census
Further embedding of Sheena Cameron and Carmel Small interventions for writing, reading and oral language into classroom practice
Every child has a SMART goal for writing
Continue the WAVE intervention process when catering for individual learning needs
Reflecting on targets:
2017 EALD moderation in September provided evidence of growth within this cohort. 42% (8/19) children moved 1 Literacy Level over 12 months and 47.3% (9/19) moved at least 2 Literacy levels over 12 months. 2 students showed minimal growth at time of moderation.
33% of Year 3's achieved in the Higher Bands in Writing which was lower than our target of 44% and 0 children in Year 5 or 7 achieved in the Higher Bands in writing, however Year 7's demonstrated expected growth in writing by moving 2 bands from Band 4 to Band 6, since being tested in Year 5. This result indicates 2 years growth for 2 years learning.
As a result the recommendation for 2018 SIP is to re think our intervention strategies and pedagogical practices for improving student writing across the school. Staff PDP's will reflect a SMART goal for improving Writing, Students will have a writing target and we will have a stronger focus on moderating writing against ACARA work samples and NAPLAN Marking guide throughout the year.

Priority 2: Pedagogical Improvement # Support collective action for evidence based pedagogical improvement
Key Strategies: LDAM project on 2X Student Free Days collaborating with Lake Wangary staff who have similar class structures
Provide further opportunities for staff from both schools to expand on the work done on the SFD's
Teachers work individually with the partnership SLLIP on Learning Design for planning for intentional teaching and moderation tasks
EALD moderation staff meetings
Sharing of teaching practice at staff meetings
Lesson observations for all teachers from peers and site leader and provided with feedback against TfEL and AITSL standards
Develop a site Numeracy Agreement
Reflecting on targets:
Moderation work was successfully carried out over the year in collaboration with Lake Wangary staff and partnership SLLIP. As a result teachers have begun collecting a portfolio of student work samples to build their consistency of professional judgment about the evidence and quality of student learning in maths to ensure growth for every learner.
This work will continue in 2018 with Lake Wangary and the partnership SLLIP. Toward the end of 2018 we will begin work in the second stage of the strategy whereby we are working toward improving our use of formative assessment to inform Learning Design for deep understanding.
Site Numeracy Agreement was developed and is now we have a whole school agreement around teaching Numeracy R-7.

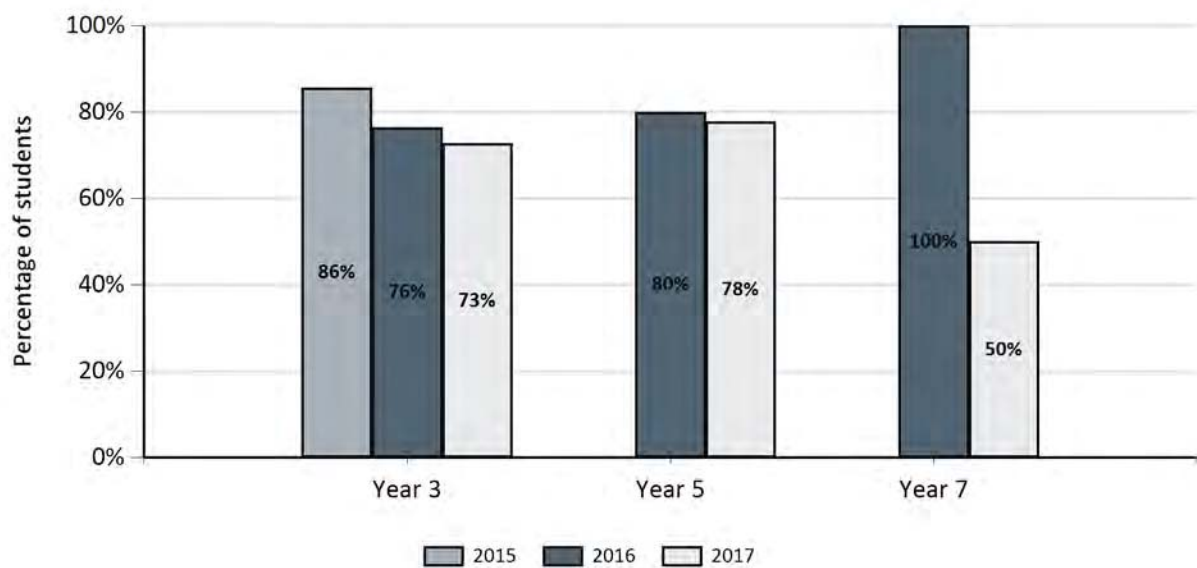
Priority 3: Increasing Student Voice # Raise levels of student engagement in learning by eliciting genuine student voice within the classroom. Key Strategies: instigate student learning rounds
student surveys
attendance intervention strategies
Reflecting on targets:
Student learning rounds were not initiated. Need to visit a school in SA that is doing them to gain some indication of how they work.
The Wellbeing and Engagement Collection for Year 4-7's revealed very positive reflection on how our children are feeling within our learning community. Refer to the summary of the report in the Client Opinion section of this report.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

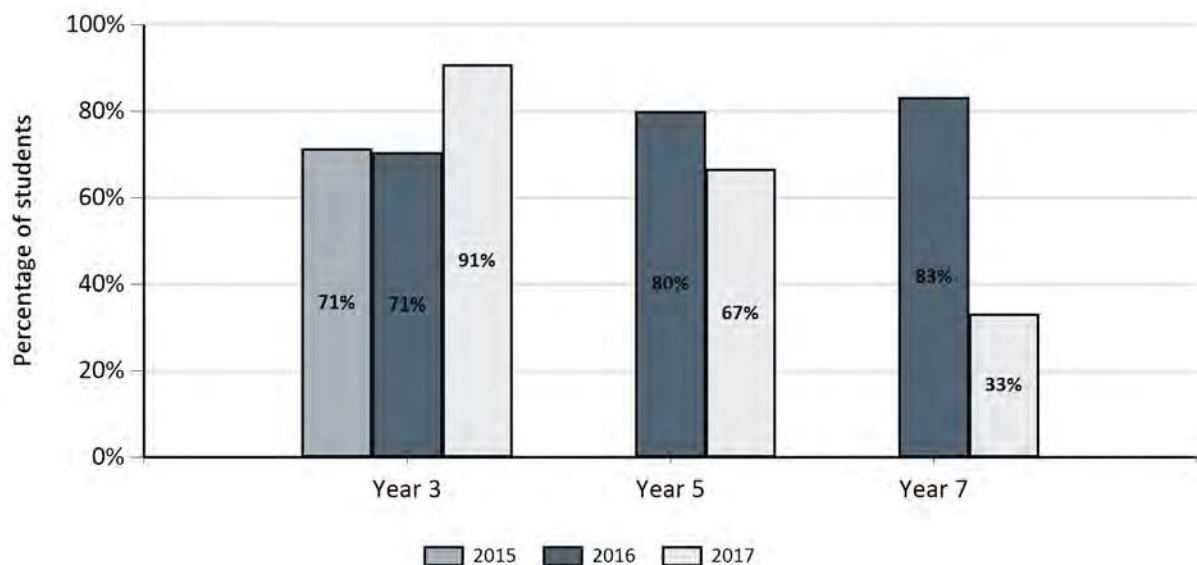
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	0%	43%	25%
Middle progress group	60%	57%	50%
Lower progress group	40%	0%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	0%	25%	25%
Middle progress group	80%	50%	50%
Lower progress group	20%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2017	11	11	6	3	55%	27%
Year 3 2015-17 Average	11.7	11.7	5.3	3.0	46%	26%
Year 5 2017	9	9	3	0	33%	0%
Year 5 2015-17 Average	8.0	8.0	3.0	1.3	38%	17%
Year 7 2017	6	6	1	1	17%	17%
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

As a school that has fewer than 20 students eligible to sit NAPLAN in each year level, we have found that interrogating GROWTH data for our students over a 2 year testing period for NAPLAN or the 12 month time-frame of the PAT testing provides us with more relevant data to gauge how students have individually progressed over that time, rather than comparing them with the previous years cohort. In 2017, we need to consider the transience amongst student enrolment and the impact this may have had on their results.

5 out of our 9 (55%) Year 5 students did not sit the test at Year 3 in our school and had been in this site for less than 10 months.

4 out of the 6 (66%) Year 7 students did not sit the test at Year 5 in our school.

Moving schools between tests makes it difficult for students to access a continual learning journey and can make it harder for them to demonstrate the appropriate growth over a 1 or 2 year period. In spite of this fact, progress was made across the school. Yr 3 READING: 55% achieved in the HB's. 73% met the DECD SEA.

Yr 5 READING: As Year 3s in 2015 the group achieved at Band 4 with a mean score of 405.9: as Year 5's in 2017 they achieved in Band 6 with a mean score of 497.1. Increasing 2 bands between tests indicates appropriate growth. 33.3% of students achieved in the Higher Band of 7 or 8. 100% of students made either medium or upper growth between tests which was higher than the state. Year 7 READING: As Year 5s in 2015 they achieved at Band 5 and in 2017 they increased to Band 6 which is at DECD SEA. 1 student achieved in the HB.

Yr 3 NUMERACY: 90% achieved DECD SEA and 27% (3 of those students) achieved in the Higher Bands

Yr 5 NUMERACY: In Year 3 (2015) they achieved at Band 4 with a mean score of 386.4. In 2017 as Year 5's they achieved in Band 5 with a mean score of 449.5. 78% met the NMS and 66% met the DECD SEA. No students achieved in the HB.

Yr 7 NUMERACY: In 2015 they achieved at Band 6 (above DECD SEA) and in 2017 they achieved at Band 6 which is at DECD SEA but does not demonstrate appropriate growth between tests. 1 student achieved in the HB

Other relevant data provides further information regarding Reading and Numeracy.

Students achieving DECD SEA in PAT R results:

Year 3: 8/12: 66% Year 4: 14/14 100% Year 5: 6/8 75%

Year 6: 8/11 72%

Year 7: 2/5 40%

Students achieving DECD SEA in PAT M results:

Year 3: 10/12 83%

Year 4: 14/14 100%

Year 5: 5/8 63%

Year 6: 7/11 64%

Year 7: 1/5 20%

For the first time in 2017 we began accessing another database to monitor 12 months growth for 12 months learning for every student. We began using a "Progress between successive tests" report from "Impromation".

Our initial use of this report provided us with some impressive data for our Year 4 cohort where 100% made 12 month or more progress in Reading and 86% (12/14) made 12 months or more progress in Numeracy between tests. We will continue to use this database to monitor student growth more effectively to drive our teaching and learning programs Year 4-7.

Attendance

Year level	2014	2015	2016	2017
Reception	91.2%	94.8%	89.2%	90.9%
Year 1	93.2%	92.1%	95.7%	90.0%
Year 2	96.9%	94.6%	92.6%	94.9%
Year 3	93.7%	93.2%	93.3%	93.2%
Year 4	89.7%	92.9%	89.4%	94.3%
Year 5	94.9%	85.9%	92.6%	92.1%
Year 6	95.1%	95.2%	86.3%	94.6%
Year 7	97.0%	93.3%	94.0%	82.5%
Total	93.7%	93.2%	92.0%	92.2%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Notification of student absence by a parent is accepted by phone message, through the Skoolbag App, in person, or in a written note conveyed by the student.

Families are expected to complete an ED175 if they choose to go on vacation during term time.

After 3 consecutive days absence with no notification, a phone call is made to the family by class teacher or front office personnel.

All classes keep a daily paper roll-call list which is received at the front office before 9.30 am each day for recording into EDSAS.

Whooping cough impacted greatly upon attendance rates in term 4.

Behaviour Management Comment

Behavior data in our school generally remains at the classroom level unless a student's behavior escalates beyond being managed at the classroom level, then it is entered onto EDSAS and addressed accordingly. As this is rarely required, any data which may identify a student will not be included in this public report in order to protect the identity of the individual.

Our approach is consistent and proactive through :

- Sound Classroom Behavior agreements established and implemented.
 - Weekly whole school reward system based on our values of Respect, Responsibility and Relationships.
 - Delivering the "Keeping Safe: Child Protection Curriculum" .
 - Harmony Day and Reconciliation Week messages
- Considering Parents as vital partners in BM.

Client Opinion Summary

36 students from Year 4 to 7 completed the Wellbeing and Engagement Collection survey to collect their views about their social and emotional wellbeing, their engagement at school and their experiences outside of school. Overall the survey indicated that our students have a very strong sense of well being, and it indicated an even stronger sense of engagement and support within the school.

A summary of the findings:

Engagement and support at School

*92% indicated they were emotionally engaged and supported by their teacher in their learning.

*81% indicated they felt connected and valued at their school

*81% indicated they thought the school climate was positive in the way teachers and students interact and how students treat each other

*75% perceived themselves as interested and confident students at school

*69% reported as having a high wellbeing when referring to the quality of social support they receive from their peers at this school

Data around the Victimization at school was confirming that overall our school community is a safe place to be but there is some work to be done in some areas to make all students feel safer:

89% indicated that they were rarely cyber bullied

64% indicated that they were rarely subject to physical victimization

56% indicated that they were rarely subject to verbal victimization

50% reported that they were rarely subject to social victimization.

General Life Skills:

* 57% indicated they were highly satisfied with their lives

* 50% indicated they have a mindset of positive expectations about the future

however only

*28% indicated they have the tenacity to stick with things and pursue goals, despite challenges that arise.(PERSEVERANCE)

*36% indicated they have the ability to manage their emotions when certain questions measured emotion regulation.

These 2 areas are evident in student behaviour in the learning environment and this provides us with some useful information in terms of the need to continually promote a growth mindset amongst our children.

To summarize the results of the survey it could be said that compared to other students across South Australia, our students have a strong identity within our learning community and their well being is in a good place. The survey is available on our website.

The Parent Opinion Survey was completed by 31 out of a possible 62 families. All 14 statements of the survey scored at 4.2 and above indicating families are feeling positive about the school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	32.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	8.0%
Transfer to SA Govt School	15	60.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Any person who presents at the site who is required to have a Relevant History Screening (according to the DECD guidelines) is asked for their proof of compliance. Upon their arrival they are required to sign in the booklet at the front office where the person is required to indicate with a signature that they have presented their DSCI paperwork to site personnel. Front office personnel and/or Principal have the authority to oversee the presentation of the paperwork. Copies are taken and stored on site for future reference.

Teacher Qualifications 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	10
Post Graduate Qualifications	2

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	5.4	0.0	5.0
Persons	0	7	0	8

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	SSO time was funded. Students Literacy levels tracked and monitored by teachers. 38% increased their EALD level by 1, 31% increased their level by 2 and 23% remained at the same level	
	Improved Outcomes for Students with Disabilities	SSO time provided to each class across the site. SSO's were assisting the class teacher with implementation of learning program designed for the individuals	
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	All ATSI students were supported by a highly skilled SSO in every classroom for 22hours/week: Outcomes for ATSI students: PAT R 50% Year 3 attained SEA 100% Year 4 attained SEA. 100% Year 5 attained SEA 100% of Year 6 attained SEA. 0% of Year 7 attained SEA PAT M Results: 100% Year 3 attained SEA 100% Year 4 attained SEA 100% Year 5 attained SEA 100% Year 6 attained SEA 0% Year 7 attained SEA Running Records 50% Yr 1 achieved DECD SEA RR13 0% Yr 2 achieved DECD SEA RR 21	2017 Reading results for ATSI students in Junior Primary years(1-3) indicate that reading be made a priority in the 2018 SIP for those students.
Program Funding for all Students	Australian Curriculum	100% Year 3 attained SEA 100% Year 4 attained SEA 100% Year 5 attained SEA 100% Year 6 attained SEA 0% Year 7 attained SEA	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Funding contributed to employing a highly skilled School Support Officer in the Reception classroom of 18 students with 3 ASD students, 1 ATSI student and 2 EALD students all requiring ILPs or NEPs to assist learning.	2 EALD achieved ILP goals 2/3 ASD achieved NEP goals ATSI student did not achieve goals
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	We used 0.05 (\$6,555.95) to "buy in" para-professional support for a few students who required support around emotional and social well-being eg ASD students. The Tobruk Centre provided a Theory of Mind course.	Changes in student learning behaviour was noted as a result.