Poonindie Community Learning Centre

2020 annual report to the community

Poonindie Community Learning Centre Number: 0351

Partnership: Port Lincoln

	Signature
School principal:	Mrs Sally Cormack
Governing council chair:	Mr Mark Modra
Date of endorsement:	**18 February 2021**

Government of South Australia

Department for Education

Context and highlights

The Poonindie Community Learning Centre is an R-7, category 4 small rural primary school, located on the Lower Eyre Peninsula approximately 18km north of Port Lincoln. At the time of completing the 2020 Annual Report, the student population stands as 119; 3 students less than recorded in the February census. The school caters for a diverse student cohort including 15% identifying as ATSI (Aboriginal and Torres Strait Islander);23% with a verified Disability and 27% EALD. Diversity is embraced and considered as a strength within the PCLC school community.

The HR profile of Poonindie CLC in 2020 included 7.5 FTE teaching staff comprising of a Band A3 Principal, 5 classroom teachers, 1.4 FTE Non-contact teachers, 0.2 Wellbeing and Engagement Coordinator, 0.2 Aboriginal Education Teacher; as well as a 0.2 Aboriginal Community Education Officer, 12 hours of SSO2 ICT support, 1.0 FTE SSO2 Administration, 9 hours of Grounds and Building Maintenance and 170 SSO 1 classroom support hours. In term 4, we welcomed a new bus driver Jo Dufek, taking on the position from Julie Branford who retired after an extraordinary 35 years of service! Julie Branford was awarded the Rowan Ramsey School Community Award for 'going above and beyond' in her commitment to the PCLC.

Despite the challenges of the COVID-19 pandemic, teaching and leadership kept a strong line of sight on the school improvement agenda being writing improvement. Specific outcomes relating to this will be addressed in the School Improvement section of this Annual Report. 2020 marked the refreshing of the outdated school values to include ones that aligned more closely to 21st Century learning, the COVID-19 climate and our whole school writing focus - Accountability, Innovation, Resilience and Respect were welcomed in!

Exciting and dynamic learning opportunities occurred for students both inside and beyond the school gates. Local excursions to the Tacoma & Axel Stenross museum to "build the field'' for the reading and writing responses to Colin Thiele's Blue Fin novel and expeditions to locate echidna scat in the local area as part of the CSIRO Echidna Project (partnered with the University of Adelaide), are just to name a few. Special whole school days organised by our active SRC boosted morale ie Wheels Day to support the medical costs associated with a former students recovery from bone cancer. Sporting highlights have been many, our SAPSASSA boys LEP softball team came away with winning all but 1 game against their state rivals. The development of an inspiring nature play space/ sustainable garden beds (teaching the concept from paddock to plate) have been a source of enjoyment this year.

Governing council report

What an interesting year we've all had here at Poonindie in 2020. A huge thank you to all the staff and parents that helped the students succeed under difficult circumstances!

The Governing Council is a group of volunteers that help guide and direct the school particularly in areas of finance development and programs. It has been year of many changes, aside from the COVID-19 challenge; welcoming our new Principal Sally Cormack, new teacher Grant Eckermann and SSO Kylie O'Sullivan. We have a great school of committed leaders, teachers, staff and volunteers; people that go past their job requirements and spent extra time and go the extra mile to make things happen.

Our Pastoral Care Worker, Helen Schramm, gets herself involved in all facets of the school, helping with breakfast club, in class rooms and running additional programs such as craft and colouring during break times; she's a great example of 'going above and beyond'.

A great school is not just about good staff but an engaged community of parents pitching in and helping; like the volunteer reading program, and parents bringing and sharing their life skills and professions into the classrooms with our children.

The Governing Council has been involved in the development of these following projects during this year.

• Nature play area that has been built to enhance the, sensory experience, for our children, sensible risk taking, to stimulate creativity, co-operation.

• Wicking beds; showing the importance of food origin, and how it is processed and to better understand that connection of paddock to plate. Thanks to Renee Turner for her contribution in bringing this to fruition.

• Refurbishment of the shed, to happen early in 2021, which will be used as a multi purpose room for things like music and arts, for breakfast club and other non contact lessons

We are blessed with a great school and community; I want to thank all those involved and also encourage others to come and get involved and enjoy the experience.

While it has been a challenging year, it has helped us live the new school values that we encourage of our children, particularly Resilience and Innovation.

Mark Modra - Chairperson 2020

Quality improvement planning

Our Site Improvement focus in 2020 was to "Improve student achievement in Writing Years R-7. This goal arose from a deep analysis of the 2018 NAPLAN data where writing was identified as an area for potential growth. 2020 marked the second year of involvement in the Brightpath project - phase 2: Persuasive writing whilst consolidating Phase 1: Narrative writing (2019). The challenge of practice relating to this goal included: "If all teachers consistently adopt a rigorous teaching and learning cycle that incorporates learning intentions, success critieria, mentor texts and ongoing formative assessment (Brightpath tool), then we will increase every students writing achievement as measured by NAPLAN". The success criteria relating to this goal were determined by identifying the gaps in student skill/knowledge and the relevant Australian Curriculum year level standards/ and content descriptors. Key, high impact strategies that were implemented and monitored at least twice a term for their impact included:

*Revisiting previous years writing data and the new SA school improvement cycle to build an understanding of the improvement narrative, the importance of a narrow and deep approach and staying the course;

*Establishing a data wall with 2018/2019 writing data and other data sources linked to writing ie Reading and Phonic screening. This data wall was revisited routinely following brightpath assessment and moderation exercises where we could physically move students on according to their scale score growth. With the cancellation of NAPLAN we set 6 mth Brightpath targets: 40-60 points R-4 & 20 Yrs 5-7;

*Building an understanding of High Impact Teaching Strategies (HITS) relating to writing improvement: Clearly stated Learning Intentions, Success Criteria, carefully sequenced skill development, explicit teaching/GR model, use of a mentor text. In the first term, our sprint was focused around holding the line on/refining our Learning Intentions (WALT/TIB) and Success Criteria (WILF). Bump it up walls were an expectation in all classrooms for students to see living examples of the success criteria and engage in self/peer assessment;

*Whole school training and development in 7 STEPS to WRITING SUCCESS occurred mid term 1 with an immediate take-up by teachers. This program focused on teaching the authorial aspects of writing (engaging the reader, developing ideas). A whole site focus around Sizzling Starters in narrative writing resulted in an obvious transformation in students writing. Action and dialogue were evident in work samples across the school - hooking the readers in with great interest;

*Another pupil free day created the much needed time and space to develop a site specific Writing agreement incorporating evidence based strategies from the guidebooks and the 7 STEPS. A genre map was also constructed to orchestrate the teaching of genres across the school for more coherence - the consensus was Term 1/3 Persuasive and Terms 2/4 Narrative. Non-contact teachers could see themselves in this writing work - taking on responsibility for teaching and assessing information reports/historical recounts;

*Brighpath workshops via TEAMS - these were tailored to our sprint focus ie a useful strategy for teaching the structure of persuasive texts using a hand silhouette (implemented in Term 3 R-4)

* Brightpath assessment and moderation exercises each term - staff agreed on a writing stimulus for collecting both persuasive and narrative pieces. The centrally moderated results indicated increasing accuracy in our assessment and moderation, which was assuring. Staff adopted teaching points immediately - evident in walk-throughs and written teaching programs. Our persuasive growth was higher than narrative: ie 91% made growth and in relation to the targets - 74% of R-4's and 77% of yrs 5-7 met our Brightpath targets.

*Building the field - immersing students in high interest topics for writing and teaching related vocabulary.

Improvement: Aboriginal learners

This year we focused on Key Element 1 of the new Aboriginal Learner Achievement Resource - 'Data informed planning'. This was a suggested entry point following a partnership leaders workshop. We had 2 simple actions in this plan in order to keep it achievable, both of which were completed.

* The site had an established assessment and reporting schedule, a system on shared drive for collecting this data, inclusive of Aboriginal Learners. The data sets that are collected however did not effectively highlight the Aboriginal Learners. This year we have a inserted a simple symbol (Aboriginal Flag) alongside all diagnostic testing/scores for our Aboriginal Learners so we can visually identify/track these learners across R-7 classes.

* This year we released teachers to do more of the 'fine grained' data PAT-R/PAT-M analysis with the tools that provided by Sandy Deam (Principal Implementation Manager, Aboriginal Learner Achievement). Years3-7 teachers were released to do this (using the complexity funding) and to update the One Plan goals accordingly. JP teachers did the same - using the Year 1 Phonic Screen analysis and Running Record Data for our Aboriginal Students. Greater precision in goal setting will support more targeted teaching in the areas of need, as highlighted in students One Plans.

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
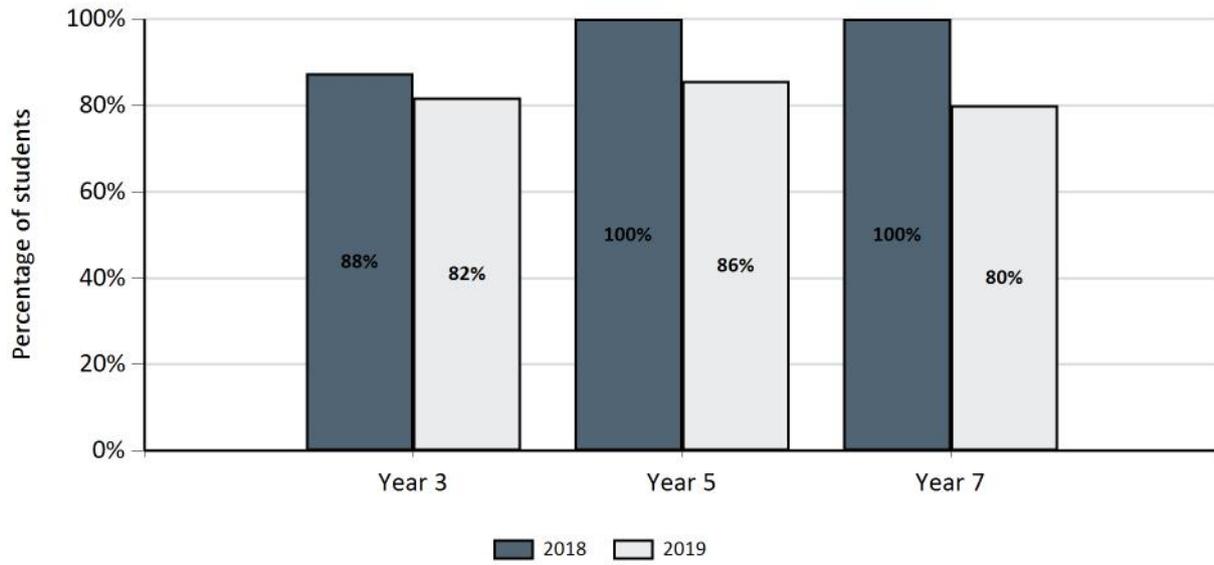
*NOTE: No NAPLAN testing was conducted in 2020.

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 acros all cohorts.
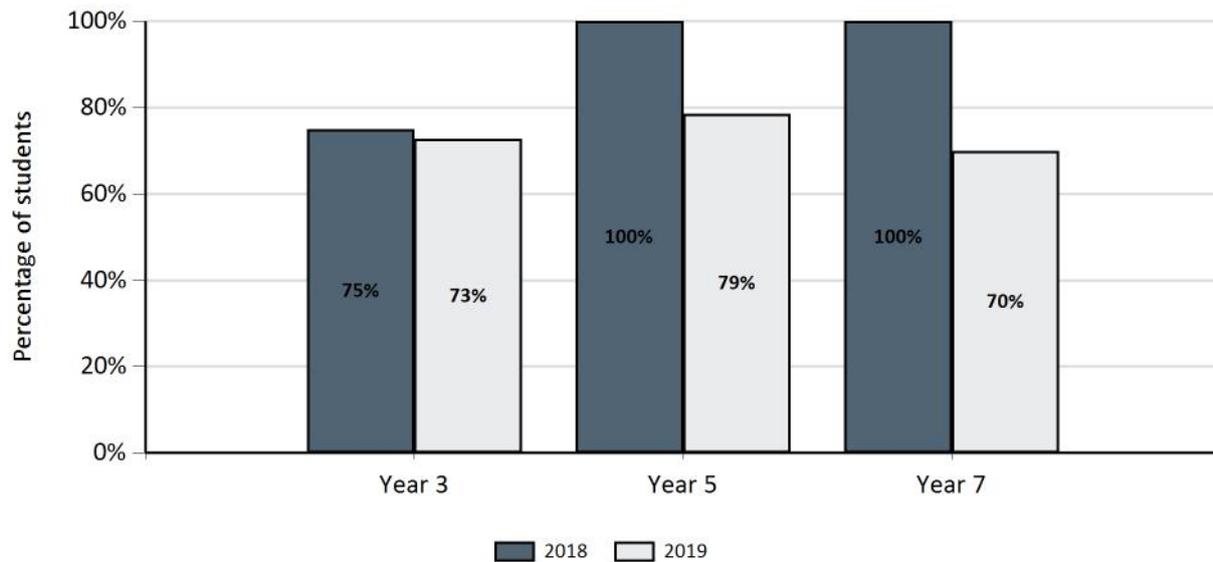
Numeracy

*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	*	*	25%
Middle progress group	60%	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2020.
*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	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2020.
*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	11	11	5	3	45%	27%
Year 3 2017-2019 Average	12.7	12.7	5.0	3.0	39%	24%
Year 5 2019	14	14	4	2	29%	14%
Year 5 2017-2019 Average	12.7	12.7	6.7	2.7	53%	21%
Year 7 2019	10	10	2	3	20%	30%
Year 7 2017-2019 Average	9.0	9.0	3.0	2.7	33%	30%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2020.
^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

Year 1 and 2 Running Records:
Year 1 Running records results mirrored the Year 1 Phonic Results - those students who didn't meet the SEA in one diagnostic also didn't in the other (a majority of these students are on a One Plan and have all made growth). Approximately 57% (8 out of 14) of Year 1's achieved the SEA in the state-wide Term 3 collection which is a drop off from previous years. By the end of term 4 2020 however, this lifted to 71% which is what we want to see. We are generally on par with state at SEA level and higher than state in the upper reading levels.
Year 2 - This is a stronger story with 85% of our students reaching or exceeding Level 21 in the Term 3 collection. We have exceeded the state at the SEA level and higher bands for Year 2.

Year 1 Phonic Screen:
64% (9 out of 14) of our Year 1 cohort met the Standard of Education Achievement (score of 28 or more). This is a drop off from 2019 results however this is cohort driven including complexities around speech and language. In 2021, we will continue to implement the InitiaLit program complimented by the Heggerty Phonemic Awareness program. We are anticipating a lift in Phonic results in 2021 with the current cohort of Year 1 students coming through, having 2 years of involvement in the InitaLit synthetic phonic program.

2020 PAT-R data:

Year	SEA	
3	10/13	77%
4	11/13	85%
5	16/21	76%
6	10/13	77%
7	14/16	87%

2020 PAT- M data:

Year	SEA	
3	11/13	85%
4	10/13	77%
5	16/21	76%
6	9/13	69%
7	15/16	94%

An analysis of the PAT-R data indicates a pleasing overall lift in Year level achievement from 2019 to 2020, including 18% growth for the 2019 cohort of Year 6 students as Year 7 students in 2020 in PAT-R; and 25% growth in PAT-M results for the same cohort of Year 6 students as Year 7's in 2020. Please note 3 students including 2 chronic non attenders did not sit these tests however their results are included as not achieving the SEA.

Attendance

Year level	2017	2018	2019	2020
Reception	90.9%	88.7%	91.7%	89.2%
Year 1	90.0%	90.3%	89.7%	90.6%
Year 2	94.9%	82.8%	89.8%	86.9%
Year 3	93.2%	92.1%	92.8%	91.0%
Year 4	94.3%	88.0%	92.1%	89.6%
Year 5	92.1%	93.0%	92.0%	91.1%
Year 6	94.6%	90.2%	83.9%	89.5%
Year 7	82.5%	90.3%	81.2%	84.6%
Total	92.2%	89.6%	89.3%	89.1%

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

Attendance comment

The Poonindie Community Learning Centre's 2020 annual attendance figure stands at 89.1% which is on par with the 2019/18 attendance rate. The COVID-19 Pandemic saw a slight drop off initially in attendance however once the protocols around home learning became clearer including a daily roll check in via See-Saw/Skoolbag/SSO's ringing chronic and habitual non-attenders - improvement occurred. Our upper primary attendance data is impacted by a small cohort of chronic non-attenders.   Chronic non-attenders have been consistently case managed with all supporting agencies onboard including Support Services Social Worker/Truancy Officer and Aboriginal Services Engagement Officer to increase engagement and participation.
 In 2021, we will set an attendance target of 92%.

Behaviour support comment

Behaviour data generally remains at the classroom level unless a student's behaviour escalates beyond being managed at the classroom level, when it is addressed accordingly and entered onto EDSAS by the Principal. 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:
*Establishment and implementation of sound Classroom Behaviour agreements
* Weekly whole school reward system based on our new values of Accountability, Innovation, Resilience and Respect
*Delivering the "Keeping Safe: Child Protection Curriculum"
*Considering Parents and Support Services personnel as vital partners in self regulation/behaviour
*Harmony Day and Reconciliation Week messages.

Client opinion summary

Wellbeing and Engagement Collection: Approximately 65 students in Years 4-7 completed the annual Wellbeing and Engagement Survey. The results continue to remain positive
*86% of students have an emotional engagement/connection with teachers which is fundamental
*82% of students rate the school climate as high
*77% of students have a positive academic self concept
Areas that stood out this year for future consideration included worries (21%), non-engagement in health and wellbeing activities after school ie Music/Arts and Sports (24%) and sleep related issues (22%). Worries were highest in the Year 7 cohort this year (particularly amongst the girls) which may be attributed to transition to high school anxieties. In 2021, we are looking to adopt the 'Resilience Project' across the school to increase emotional regulation, manage anxieties and build grit for learning. This will become a part of the health program.
Parent Survey 2020: Approximately 33 parents contributed to the 2020 parent opinion survey out of 81 families being 41%. 97% of families agree and strongly agree that teachers and students treat each other with respect at this school. 94% of families agree to strongly agree that they have productive discussions with the school about their child's learning and 100% of families agree and value education as important to their child's future. The survey indicated that parents would like more help from the school with their child's learning - to address their needs (15%) and for the school to address their child's needs better (9%).
In response, in 2021 we will endeavour to run a few parent workshops around the development of writing skills (whole site focus) and also some parent workshops around anxiety/'Resilience for learning'. The AGM will be a good place to start with a guest speaker.
Staff Perspective Survey 2020: The results were generally very positive again this year, despite the challenges staff have faced both personally and professionally, with voice and reward and recognition being 2 areas to focus on for 2021. These results have been shared and discussed with the whole staff team including actions to address areas for improvement.

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	6.7%
Transfer to SA Govt School	14	93.3%
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

Any person who presents at the site who is required to have a Relevant History Screening (according to the Department For Education Guidelines), is asked for proof of compliance. Upon their arrival, they are required to sign in at the front office and 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.

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	8
Post Graduate Qualifications	2

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	7.5	0.0	4.6
Persons	0	8	1	7

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

Financial statement

Funding Source	Amount
Grants: State	$1,603,763
Grants: Commonwealth	$22,240
Parent Contributions	$36,469
Fund Raising	$1,062
Other	$9,837

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	A Band B1 Wellbeing and Engagement Coordinator and Principal facilitated fortnightly case management meetings for at risk students, emotional regulation programs and tailored transition to High school programs.	*Increased engagement in school in Semester 1/decreased anxiety levels.
	Improved outcomes for students with an additional language or dialect	EALD funding was used to increase SSO hours in classrooms to provide targeted literacy support to all EALD students. 2 teachers also attended the new LEAP levels training.	All students had achieved at least 1 EALD level growth, with some achieving 2.
	Inclusive Education Support Program	This grant was converted into SSO hours to provide targeted support to those OCOP students who did not qualify for a category of support through the IESP funding. MacqLit implemented for low performing readers Yrs 3-5.	All OCOP students achieved targets (except 2) and progressed in MacqLit testing.
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 funding grants were used to subsidise excursions and bus costs. We also obtained extra Sporting Schools funding by being a remote school. APAS funding was focused on improving Years R-3 Running Records results through additional SSO hours and ACEO/AET input. TRT release enabled staff to create quality One Plans for Aboriginal students. Literacy support for the early years went into the additional purchase of InitiaLit readers to supplement the resources purchased in 2019.	*All R-3 Aboriginal students achieved/exceeded their Running Record target; *All OCOP students met their literacy/numeracy goals except chronic non-attenders.
Program funding for all students	Australian Curriculum	Mentoring by STEP 9 teachers to SSO's / new teaching staff re: Heggerty, InitiaLit and MacqLit programs. Professional Development in LEAP levels, Brightpath Writing, 7 STEPs to Writing Success, STEM 500.	Growth in phonic knowledge, running record levels, writing and STEM skills.
Other discretionary funding	Aboriginal languages programs Initiatives	Release time for our AET to undertake the EALD Hub E-Learning to better understand the needs of Aboriginal learners who are learning english as an additional dialect.	Increased awareness of literacy demands of A/C for Aboriginal students.
	Better schools funding	Better schools funding was used for targeted SSO support, Intervention programs to support students below year level standards in literacy, and to cover some uniform costs for low income families.	All students, except for chronic non attenders, achieved their OCOP goals.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Staff were updated through Professional Learning/input of the site leader/SSLIP re: the principles of effective learning design including tasks that allow multiple entry points and opportunities for intellectual stretch.	All staff used the revised Learning Design template for programming.