

# Truro Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Truro Primary School Number: 442

Partnership: Barossa Valley

**Name of School Principal:**

Mrs Di Robertson

**Name of Governing Council Chair:**

Mr Graeme Falkenberg

**Date of Endorsement:**

## School Context and Highlights

Truro sits on the edge of the Barossa Valley in the Mid Murray Council district. TPS's purpose is to provide a high quality of teaching to ensure a high quality of learning in all curriculum areas as well as prepare students for the demands of high school and beyond. The enrolment of Truro Primary School (TPS) is at 44 students divided into three classes in the morning and two in the afternoon. The school community shared values honesty, respect, responsibility, excellence and trust and these values are embedded into the school culture. Our small school provides diverse, quality learning programmes, equipping our students with 'anywhere, any time, any place, any future' capabilities.

The expansion of the Japanese language programme, with the addition of Karate, has resulted in improved skills and understanding of our students.

Our 5-7 Integrated Learning continued to build leadership in sustainability topics. Authentic Learning is gaining momentum and was observed by other schools as best practice. Two Young Environmental Leaders represented the school and reported to the student parliament. Our Nature Playground is taking shape with student involvement in the planning and building of it. The quality of Arts engagement continues to deepen. In terms of music, the Festival of Music Choir- performed beautifully with soloists identified. The addition of drumming with Helei proved to be extremely popular in skill building and continuing a Truro tradition. The Splash Theatre "Escape to Everywhere" and "Mr Stink" performances, together with the Book Week Fair and library visits fostered the imagination through literature and drama. Once again, our students excelled in engagement in the Premiers Reading Challenge.

In community engagement, we forged ahead with the Kidsmatter Component Three which involves Schools and Families Working together. In addition to our student sessions with the psychologist Vicki Martin, we also added in individual student mentoring and family counselling session as well as our parent workshops in Emotional Development. We added a Parent Library with resources on student disabilities. The PCW developed a services directory to assist parents in accessing hard to find family services. History Grandparents Day drew participants from over SA as part of the History Festival. Mid Murray Council provided Fun 4 Youth and we piloted "Fresh Frenzy" programme with a Dietician. Year 7's also participated in a Wellbeing Day.

## Governing Council Report

On behalf of the Truro Primary School Governing Council, I have pleasure in submitting the Chairperson's report for 2017. The entire school community has been busy again this year, and this has provided many opportunities to deliver memorable and varied learning opportunities for the students

We recognize the benefits that are provided to the students from our school having such committed teaching and support staff. Some faces left us during 2017, we wish them well, and we welcome some fresh ideas from the new staff joining in 2018. On behalf of the Governing Council and the parent community I would like to say thanks to all the staff for your dedication and care throughout 2017.

The Parents & Friends has been busy throughout the year with a variety of fund raising events and have coordinated heat up days & lunch days that the students thoroughly enjoy. We recognize the great benefits that our students gain from parents who have helped throughout the year and that without this involvement student learning opportunities would be so much more limited. So, to all those who have helped either routinely or even just once, many thanks from all of us!

This year we farewelled 8 Year 7 students who are all very much looking forward to the next part of their learning journeys at High School. We wish them well for their futures!

Being a Governing Council member is rewarding and gives you an opportunity to represent the views of the community and contribute in the planning and policy making of our school as well as meeting and socializing with a great group of people. Our current membership will fall due to outgoing members with children leaving us at the end of this year. We are keen to get new members on board for 2018 and encourage you to be involved in the decision making process. Parents must form the majority of the membership of the Governing Council.

After 4 years as Chairperson I thank you for the opportunity to lead the Governing Council during this time. I wish everyone another successful year for the Truro Primary School.

Sincerely  
Graeme Falkenberg  
Chairperson

## Improvement Planning and Outcomes

Our SIP reflected instructions in going narrow and deep in our focus, therefore reducing Literacy focus areas to one.

- Ongoing development in writing genre ability to the highest standard
- Ongoing development of teacher skill in teaching writing to the highest standard

\* Our pedagogy focus continues to be TfEL Domain 4.3 Assessment and Feedback – authentic contexts and our Professional Standards

\* Modification and use of the writing genre plans for consistency across the school

\* The use of genre plans across curriculum areas

\* Training in Sheena Cameron QAR

\* Writing genre year plan across the school for consistency

\* Improved library resources as models of good writing

\* Purchase of writing resources

99.4% of students reached level 30 by Year 4. 28.4% met NMS in writing in Year 3, 5 and 7 (including 1 NEP). The reading data shows that the school has made significant progress over time and students attaining independent reading at at least 3 year levels earlier than in 2012.

### Numeracy

Ongoing development of student numeracy ability to the highest standard

Ongoing development of teacher skill in teaching numeracy to the highest standard (focus questioning)

\* Teachers focussed on questioning and problem solving in numeracy

\* All staff continued Stanford University Course (Jo Boalar) in "Teaching Maths" (incorporating Growth Mindset)

\* New staff undertook training in Natural Maths

\* All staff did Natural Maths observations in other schools

\* In PLC did Moderation in numeracy creating folios

\* Leadership training in Tierney Kennedy maths A-E

\* Student Free Day analysis of whole school, class and individual data.

\* Inclusion of student voice in relation to teaching and learning of maths

Year 3 % of students achieved at or above NMS . 78% of year 5 and 88% Year 7 at or above NMS. Our staff will continue to focus on the pedagogical change in questioning, along with the new Barossa Partnership in 2018. Student Learning Journals will be increasingly shared with families across the school and new staff will be trained appropriately

### Wellbeing

• Ongoing Improvement of student wellbeing for engagement in learning

• Build community connections for student success with a positive supportive culture

\* Principal working with Mid Murray Family connections to improve AEDC results - Action Plan project assigned

\* Kidsmatter/Growth Mindset Actions continue with focus on Component 4

\* Established SEL Programme "You Can Do It"

\* Continued work on "Emotional Development Workshops" and added counselling sessions for at risk students and parents– Vicki Martin (Psychologist)

\* Mentor programme continued for students low learner dispositions/low achievement

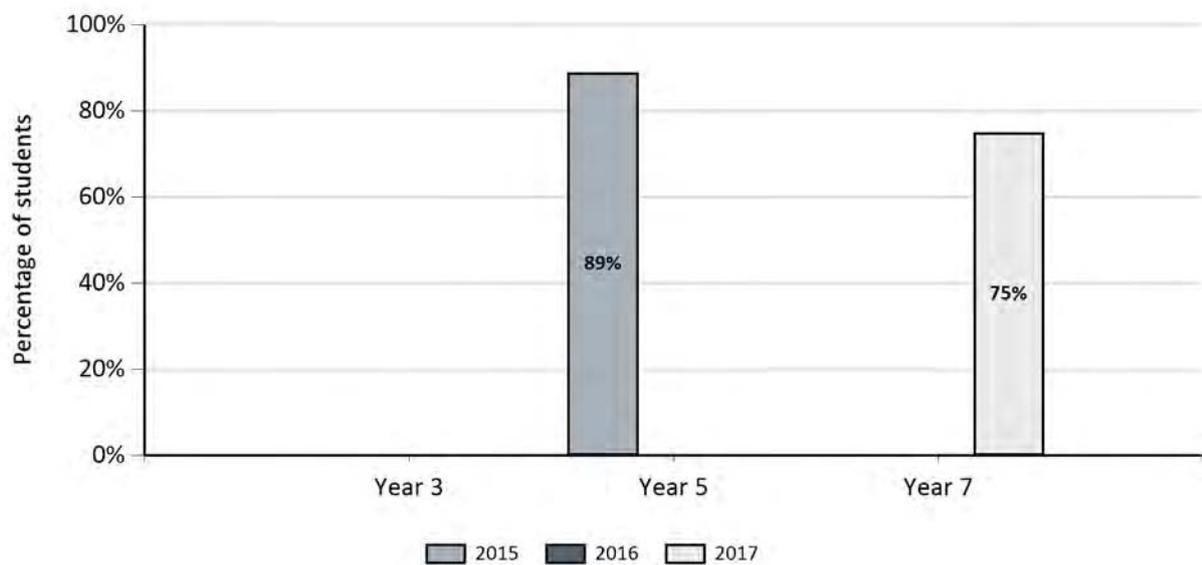


## Performance Summary

### 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.

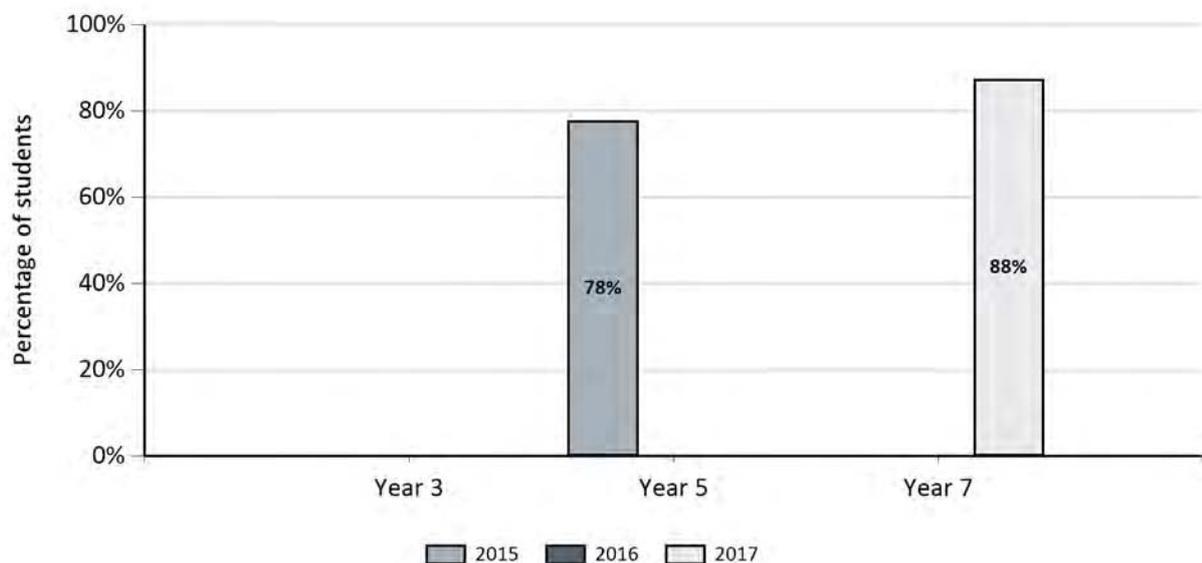
#### Reading



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 3-5	Year 5-7	State (average)
Upper progress group	*	25%	25%
Middle progress group	*	63%	50%
Lower progress group	*	13%	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 3-5	Year 5-7	State (average)
Upper progress group	*	13%	25%
Middle progress group	*	50%	50%
Lower progress group	*	38%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	8	8	1	2	13%	25%
Year 7 2015-17 Average	*	*	*	*	*	*

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

<sup>^</sup>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

DATA IN THE PREVIOUS TABLES DOES NOT DESCRIBE TRURO PRIMARY SCHOOL DUE TO LOW COHORT IN EACH YEAR LEVEL

### NAPLAN

Year 3 50% of students achieved National Minimum standards or above in Reading

Year 5 100% of students achieved National Minimum standards or above in Reading

Year 7 75% of students achieved National Minimum standards or above in Reading

Year 3 (2 students)

Year 5 50% of students achieved National Minimum standards or above in Writing

Year 7 87.5% of students achieved National Minimum standards or above in Writing

Year 3 (2 students)

Year 5 100% of students achieved National Minimum standards or above in Spelling

Year 7 75% of students achieved National Minimum standards or above in Spelling

Year 3 (2 students)

Year 5 100% of students achieved National Minimum standards or above in Grammar & Punc

Year 7 87.5% of students achieved National Minimum standards or above in Grammar & Punc

80% Yr 5 and 7 students achieved middle and upper NAPLAN GROWTH in Literacy

### Higher Bands

Year 3 ,5, 7 Higher Bands in Reading and Writing -15%

Year 3 ,5, 7 Higher Bands in Spelling 31%

Year 3 ,5, 7 Higher Bands in Grammar and Punctuation - 23%

### Numeracy

Year 3 -(2 students)

Year 5 - 100% of students achieved National minimum standards or above in numeracy

Year 7 - 100% of students achieved National minimum standards or above in numeracy

80% Yr 5 and 7 students achieved middle and upper NAPLAN GROWTH in Numeracy

Year 7 Higher Bands in Numeracy - 25%

As a school our improvement over the past 5 years in Reading and Numeracy has been outstanding. For 2018 writing will continue to be a focus and significantly improved Special Needs targeted intervention will be in place by teaching staff.



## Attendance

Year level	2014	2015	2016	2017
Reception	89.8%	98.6%	92.1%	96.9%
Year 1	95.9%	92.3%	95.4%	94.9%
Year 2	92.5%	93.4%	91.1%	98.7%
Year 3	98.5%	86.8%	95.9%	94.6%
Year 4	96.7%	98.0%	91.7%	95.6%
Year 5	93.6%	94.1%	98.8%	90.8%
Year 6	93.7%	92.3%	95.0%	97.5%
Year 7	94.9%	97.4%	90.2%	94.7%
Total	94.7%	94.2%	93.6%	95.5%

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

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

## Attendance Comment

Since 2013, Attendance has been monitored more closely in line with DECD policy. Each day, families of non-attenders are contacted daily for explanations. Green slips are completed and given to teachers to ensure accuracy. Lateness and early finishing is also recorded in the attendance record and reported on at the end of a school year. Chronic non-attendance is referred to DECD and/or families are supported to ensure that students attend regularly.

As a result our school is proud of its 95.5% attendance rate which is above most schools, an increase from 2016 of nearly 2%.

## Behaviour Management Comment

Truro Primary School has consolidated its Behaviour Management Policy and distributed it yearly for school community reference. Each year, the number and type of incidents is recorded and behavioural and social data is collected. Students are identified that would gain some behavioural/social benefit from being part of a mentoring programme. In 2017, we instigated a Removal from Class form to carefully monitor chronic student poor behaviour. This resulted in a determination to ensure continued quality learning programmes for these children in buddy class for these times, or in extreme cases, in supervised learning one on one.

From 2016- 2017, there was a 50% reduction (total 32) incidents requiring behaviour sit out and reflection. 2016 (65).

## Client Opinion Summary

In 2017, we had a disappointing 8 parent responses, despite sending electronic and paper options to all 26 families.

Some areas of Excellence are:

- \*100% of families agree that the school provides quality teaching with quality programmes
- \*100% of parents agreed that our children know the behavioural expectations
- \*100% of parents were positive or neutral about the total teaching and learning
- \* From 2015 to 2017 teaching other cultures went from a weakness to a strength with 100% of positive responses from students
- \* providing for Special Needs (our school provides double the hours assistance than we are funded for)
- \* high teacher expectations (this has a high effect size on learning)

Improvements made were:

- \* families felt more informed
- \* students and parents felt more involvement in decision making
- \* more families feel they can voice their concerns and they feel welcome
- \* more students like coming to school
- \* more students know how they are doing and discuss progress with their teacher
- \* more students said that the activities helped them to learn
- \* a large improvement in relationships and communication
- \* improvement in school facilities (students)

Areas for continued Improvement:

- \* parents help in student homework/reading
- \* school facilities (parents)

Our teaching and learning focus areas for 2018 are continuing and strengthening feedback to students and parents about how they are doing and what they can do to improve. Students are being given more problem solving and critical and creative thinking tasks to develop learning.

Student Parliament has been an excellent vehicle in driving student voice.

Our Special Needs support is over and above for the students that are on an NEP (funded) and also for those students who do not qualify for funding, but have learning difficulty.



## Intended Destination

Leave Reason	School	
	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	3	30.0%
Transfer to SA Govt School	7	70.0%
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

One person undertook the DCIS Screening in 2017

## 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	8
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	3.5	0.0	1.8
Persons	0	5	0	4

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

## Financial Statement

Funding Source	Amount
Grants: State	\$714,838.30
Grants: Commonwealth	\$5,400
Parent Contributions	\$13,879.35
Fund Raising	\$11,186.03
Other	\$5,097.56

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	NIL Funding Received	
	Improved Outcomes for Students with an Additional Language or Dialect	NIL Funding Received	
	Improved Outcomes for Students with Disabilities	SSO1 was employed for 12 hours to work with NEP students under teacher direction. This occurred in classrooms to support students in the work that they are doing and occasionally, students are removed for one on one.	Increased achievement and wellbeing evidenced in students with disabilities.
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	Students were about to access Arts Programmes and Melrose Camp through these R&I scheme due to distance from centres (city or regional). An SSO2 was employed for 10 hours to support those students that don't have NEP support. A Mentoring Programme was delivered by an hourly paid instructor to work with identified students requiring social/behavioural assistance in a variety of ways for four students. In 2018 the Junior Primary and Playcentre will combine for literacy activities to support higher success in early years in response to AEDC data. Class teacher/student ratios were reduced for Literacy and Numeracy to ensure more teacher time.	Students with special needs made greater progress. Some caught up to be working within average. Arts appreciation and expression was increased for students.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	NIL	
	Better Schools Funding	Better Schools Funding contributed to the retention of three classes in the mornings for Literacy and Numeracy teaching and learning. The additional staffing ensured more time for students with learning complexities	Classes were around 11 students. These students accessed teacher time.
	Specialist School Reporting (as required)	N/A	
Other Discretionary Funding	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Workshops were held by a Psychologist in Emotional Development for students and parents over a six week period to develop emotional resilience in response to AEDC data. We also funded Psych consultations for families.	Awareness of brain function and physical responses and strategies for behaviour.