



Truro Primary School

2020 annual report to the community

Truro Primary School Number: 442

Partnership: Barossa Valley

Signature

School principal:

Mrs Valerie Menzel

Governing council chair:

Chloe Bartel

Date of endorsement:

12 February 2021



Government
of South Australia

Department for Education

Context and highlights

Truro sits on the edge of the Barossa Valley in the Mid Murray Council district. TPS's purpose is to provide high quality 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 is at 39 students divided into three classes in the morning and two in the afternoon. Students have multiple opportunities to work with others across year levels developing and building on strong relationships socially and through their learning.

School enrolments grew over the year, with many new students in our junior and middle primary.

The school works within the Barossa Partnership of DfE schools and preschools, and works collaboratively with teachers from other schools to improve students literacy and numeracy achievement. Truro Primary's site improvement plan continues to focus on reading and numeracy improvement with a particular focus on phonics instruction and mental computation strategies.

The quality of Arts engagement continued with our primary students participating in the Festival of Music Choir. The school was selected to be part of the Festival of Music film which was screened in cinemas across South Australia. Piano lessons were provided this year along with parent support and involvement preparing students for their end of year concert.

Once again, we participated in Premiers Be Active. We were fortunate enough to be successful in four Sporting School Grants for Tennis, Orienteering, Badminton and Gymnastics. Students also participated in the 'Footsteps' dance program with Light Pass Primary School. We celebrated PE Week providing fun activities throughout the week promoting active and healthy living, wheels day being very popular with our students.

In community engagement, we paid our respects attending the local Remembrance Day service, some students reading poems they had written. Our school vegetable gardens grew well this year, students harvested fresh produce, selling them to parents. our Student Parliament organised other in school events such as dress-up days and our annual Truro's Got Talent.

Governing council report

On behalf of the Truro Primary School Governing Council, I have the pleasure in submitting the Chairpersons report for 2020.

We welcomed our new principal, Valerie Menzel at the beginning of the year and look forward to working with her over the next 5 years. At the end of term 1 we wished Mrs Cristina Musolino all the best when she left to have a baby. In term 2 we welcomed Mrs Julie Harper who taught PE and Health.

Unfortunately due to the Covid pandemic we were unable to provide our annual fundraising events and needed to make changes to the way we could support the school. We communicated with staff via email providing ideas and suggestions for alternative fundraising opportunities. The school staff provided a lot of support for students and their families, especially with home learning, providing laptops to loan and teaching online.

2020 had some new faces join the Governing Council, We were lucky enough to have 8 of our 17 families represented on Governing Council and being involved with the decision making. It was exciting to see our numbers grow throughout the year with a few new families joining our school community. We wish our year 7 students all the best in high school, and say a big thank you to Kerry Schliebs who has been involved with the school for many years and a valuable member of our Governing Council. Kerry's last child is heading to high school, we wish their family all the best.

We look forward to 2021, with increased numbers and some new teachers, and perhaps some new families joining Governing Council.

We really appreciate the benefits that are provided to the students from our school having such a committed and approachable teaching and support staff. On behalf of the Governing Council and the parent community we wish to say a big Thank You to all.

Chloe Bartel
GOVERNING COUNCIL CHAIRPERSON

Quality improvement planning

Challenge of Practice 1 - English - Reading

If we explicitly and consistently teach the big six components of reading, we will increase student reading achievement in Years Reception to Year2.

Teachers have focussed on phonics and phonemic awareness instruction this year using Phonics Screening assessments and phonics data to inform their teaching. they have participated in professional learning working collaboratively to review, analyse and implement targeted learning experiences. It is evident in our Running Record data that this focus has had a positive impact, as we can see significant improvement in a number of our students. Some students have achieved in the high bands, and others have achieved SEA. Some students have achieved just below SEA - phonics instruction and phonemic awareness skills will continue to be a strong focus in 2021 building a strong foundation and improving reading achievement of our Junior Primary students. Using the Phonics Screening data collection tools and advice has further enabled teachers to identify common areas of strengths and weaknesses, supporting the planning of intervention and setting individual learning goals.

Challenge of Practice 2 - English - Reading

If we explicitly and rigorously teach students reading comprehension strategies with a focus on 'interpreting explicit information' skills, our students will increase their progress in reading in Years 4-7.

Teachers have also focussed on further developing comprehension skills to improve reading achievement, particularly students in years 3-7. This year teachers continued to develop their knowledge and skills to effectively teach comprehension strategies. They participated in training and development with our SLLIP each term, this consisted of planning and analysing data, having observations and they were all provided with feedback to improve pedagogy in guided reading. Teachers developed plans using the dialogic teaching cycle, and will continue to use this process for planning and teaching in 2021. We used data to develop a whole school approach selecting reading comprehension strategies our students need to focus on. We had a number of students in our upper primary cohort achieve in the high bands in their PAT R assessment, with many others making significant growth from the previous year. In 2021 we will focus on keeping students in the high bands and targeting individual students to provide rigorous intervention sessions where required.

Challenge of Practice 3 - Maths - Number

If we explicitly teach students problem solving strategies using BIIN, we will increase student achievement in multi-step problem solving tasks.

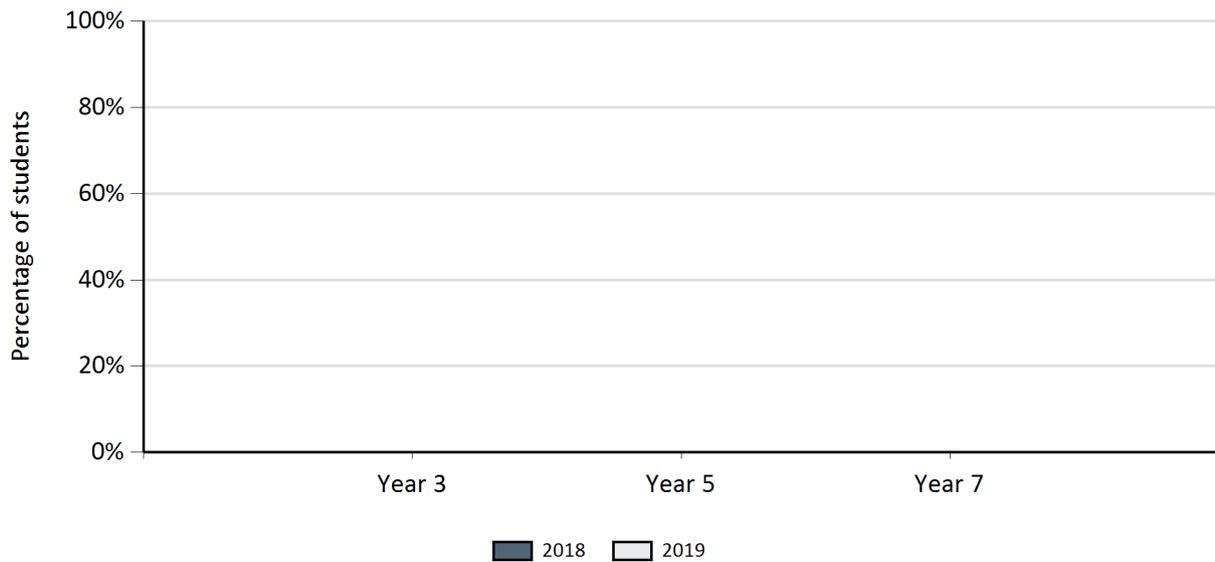
Teachers participated in training and development in term 1 on The Big Ideas in Number building on their learning from 2019. They have focussed on using diagnostic assessments to screen all students and have worked collaboratively over the year analysing responses, identify misconceptions and plan accordingly. All students played number games for 30mins per day in small groups. This will continue to be an action in 2021 in all classes, improving consistency of teaching and learning. These strategies had significant impact on students PAT M scores - many students showing exceptional growth of knowledge and skills in problem solving.

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

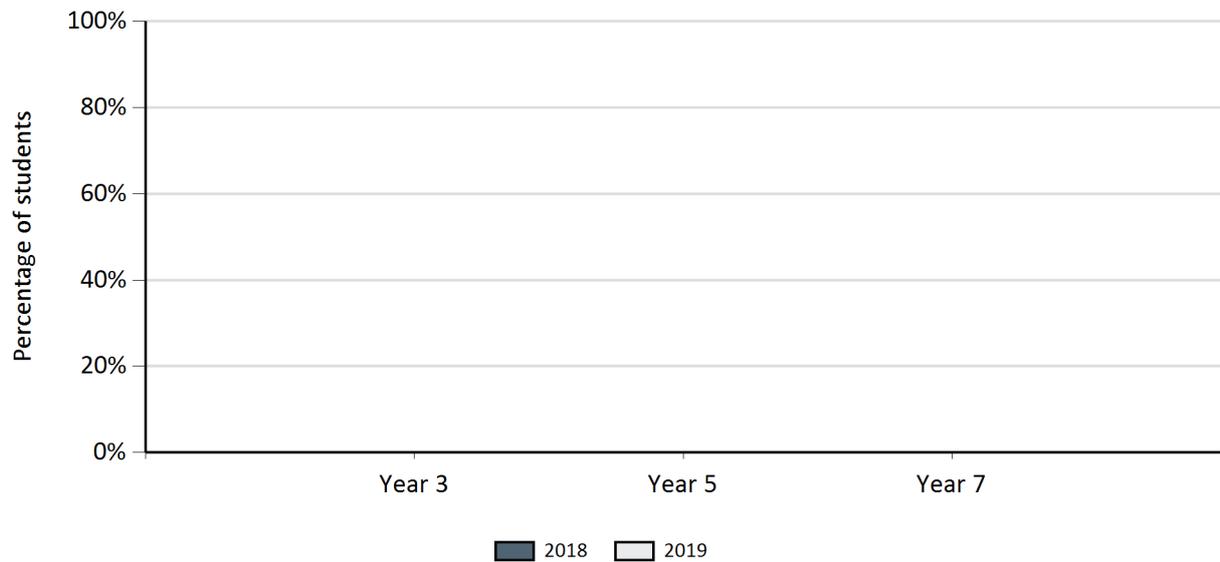


*NOTE: No NAPLAN testing was conducted in 2020.

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

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Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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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	*	*	*	*	*	*
Year 3 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-2019 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*

*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

In 2020 NAPLAN was cancelled. The following performance data is comparative data from Running Records, Year 1 Phonics Screening and PAT Data.

In 2020, the School Performance Data indicated:

SEA (Standard of Education Achievement)

Year 1 Phonics Screening Tool

43% of year 1 students achieved the Phonics Screening Tool

Running Records

35% of students in Reception to year 2 achieved SEA

PAT R

61% of students in years 3-7 achieved SEA in PAT Reading

PAT M

72% of students in years 3-7 achieved SEA in PAT Maths

Attendance

Year level	2017	2018	2019	2020
Reception	96.9%	93.6%	93.0%	90.7%
Year 1	94.9%	93.9%	90.1%	87.9%
Year 2	98.7%	95.4%	96.7%	71.5%
Year 3	94.6%	98.0%	94.3%	91.9%
Year 4	95.6%	92.2%	91.3%	96.8%
Year 5	90.8%	95.3%	97.1%	89.3%
Year 6	97.5%	90.3%	96.4%	95.7%
Year 7	94.7%	94.1%	90.7%	90.7%
Total	95.5%	94.5%	93.8%	88.5%

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

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

Attendance comment

Attendance is monitored closely in line with the Department policy. Daily, families of non-attenders are contacted for explanations. Green slips are completed, recorded on EDSAS and given to teachers to ensure accuracy. Lateness and early finishing is also recorded and reported at the end of the school year. Families are made aware through newsletters or personal meetings of the affect on learning of non-attendance.

From 2019 - 2020 the attendance has decreased from 93.8% to 88.5 %. Chronic non-attenders and COVID 19 have had significant impact on this decline. Improving student attendance will be a priority in 2021.

Behaviour support comment

The Wellbeing and Engagement survey results show that in comparison to other schools our students show higher levels of Emotional Wellbeing, more connectedness and less bullying. In response to 2019 Wellbeing Data we have focussed on improving engagement and perseverance at school. Students have been using Interoception activities with support staff and teachers to co-regulate their emotions. Our PCW continued to provide support to our students and families, providing breakfast club weekly. In comparison to 2019 data we can see significant improvements with emotional regulation, connectedness to school and perseverance in student learning. Further developing the resilience of our students in 2021 will support the overall wellbeing in our school.

Client opinion summary

Parent Engagement Survey

In terms of quality of teaching and learning, the majority of our families have high engagement with their child's/children's learning and agree that teachers provide useful feedback about their learning. A high number of families agree they have useful discussions with the school about children's learning.

In terms of relationships, the majority of our families agree that teachers and students treat each other with respect, have good communication and they feel like their child/children are important to the school.

Student Opinion Survey

In the comparison of 2019-2020 data relationships and engagement improved across all areas, including friendships, perseverance, and student growth mindset towards learning. In 2021 a focus will be on students being more active in their learning and knowing how to use feedback to move them forward.

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	0	NA
Transfer to SA Govt School	7	100.0%
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

All DfE Criminal History Screening Requirements for staff and volunteers have been completed including Working with Children Checks.

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	6
Post Graduate Qualifications	3

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	2.9	0.0	1.2
Persons	0	4	0	2

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

Financial statement

Funding Source	Amount
Grants: State	\$663,906
Grants: Commonwealth	\$5,950
Parent Contributions	\$7,909
Fund Raising	\$1,309
Other	\$4,692

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	Interoception resources and professional development for teachers SSO 1:1 sessions on self regulation and wellebing	Improved outcomes of student engagement and perseverance in their learning.
	Improved outcomes for students with an additional language or dialect	NIL Funding Received	N/A
	Inclusive Education Support Program	NIL Funding recieved	N/A
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	SSO 1:1 literacy and numeracy intervention - targeted stduents 4 X 30 min per week - Multilit 4 X 30 min per week - Maths 4 Learning Inclusion intervention	Growth in achievement data in identified students in PAT R and PAT M
Program funding for all students	Australian Curriculum	Resources to support SIP and release time for teachers to attend professional learning	Progress made towards teacher pedagogy and practice
Other discretionary funding	Aboriginal languages programs Initiatives	NIL Funding Recieved	N/A
	Better schools funding	Funding used for professional development with SLLIP in reading and numeracy improvement. Top-up of SSO support in classes - targeted literacy and numeracy groups	Growth in running records, PAT data and Big Ideas in Number data
	Specialist school reporting (as required)	NIL Funding Recieved	N/A
	Improved outcomes for gifted students	NIL Funding Received	N/A