



# Truro Primary School

## 2021 annual report to the community

Truro Primary School Number: 0442

Partnership: Barossa Valley

Signature

School principal:

Mrs Valerie Menzel

Governing council chair:

Chloe Bartel

Date of endorsement:

29 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

### Site Context:

The school started the year with 36 students. Throughout the year some new families moved to the area and our enrolments increased to 44 by the end of the year. Once again we were able to run 3 small classes (R/1, 2/3/4, 4/5/6/7) four days a week for English and Maths lessons. All classes having no more than 15 students, providing extra time for 1:1 support for all students. We ran 2 classes one full day per week and each afternoon. (R-2, 3-7) The school currently doesn't have any students who identify as Aboriginal, however plans are in place to support Aboriginal learners.

### 2021 School Highlights:

-This year our administration team have swapped to EMS, the new department management system. Staff have worked collaboratively with this ensuring a smooth transition.

- We have also had the surface on our school playground upgraded, and all interior rooms have been painted across the school.

- Year 4-7 students participated in Festival of Music, performing in Adelaide. One student was selected to be a Troupe member - having an opportunity to work with professional choreographers. Many student also performed at local community events - singing and playing musical instruments.

- At least 15 students engaged in private piano or drum lessons throughout the year - Lessons were provided on site weekly.

- Sporting Schools Funding was used for squash and cycling. Student played squash at the Rex Centre and participated in a day learning at the Adelaide Velodrome with Olympic cycling athletes. Other sporting events were swimming lessons at Gawler Starplex and our in

school celebration of PE Week. Small Schools Sports Day went ahead and students in year 3-7 also participated in Athletics Day against other schools in the Barossa area. We also entered a year 5/6/7 girls Basketball team who represented our school in SAPSASA.

- In 2021 school camps were changed to odd years and only for year 3-7 students. The school camp was at The Bend. Students learnt about Motorsports, bushwalking and kayaking. Next camp will be in 2023 for year 3-6 students.

-We were able to have End of Year School Concert with families attend. We celebrated our school achievements and farewelled both our year 6 and 7 students.

I would like to thank our Governing Council, families, staff and other community members for the ongoing support of Truro Primary.

## Governing council report

On behalf of the Truro Primary School Governing Council, I have the pleasure in submitting the Chairpersons report for 2021.

The school had another difficult year managing the impacts of COVID 19, however I would like to thank the teachers and staff for all their hard work supporting our children and parents with home learning. Families were provided with computers for online learning or hard copy home packs.

Although Covid continues to make it difficult for schools to hold fundraising events, our Governing Council were still able to run a few. 2021 fundraising events were raffles, special lunches, catering for outside events and water carting at a local marathon. Thank you to all our parents who helped with these events - parents who are both on and off of Governing Council.

We wish both our year 6 and 7 students all the best in high school, and say a big thank you to Julianne Schmidt who has been involved with the school for many years and a valuable member of our Governing Council. Julianne's twins are her last children heading to high school in 2022, 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 community, having such a committed and approachable teaching and support staff as well as families and other community members. On behalf of the Governing Council and the parent community we wish to say a big Thank You to you all.

Chloe Bartel

GOVERNING COUNCIL CHAIRPERSON

# Quality improvement planning

## Goal 1

The goal to increase R-2 student achievement in reading, with a target of 90% of students successful in reaching DfE SEA in Running Records, was not met this year, only 75% of students in R-2 achieved the SEA in Running records. We have learnt this year using Heggerty lessons each day in the MP and JP classes has made a significant impact on student's phonemic awareness skills. The students all enjoy this time and it has been an easy part to morning routines. We had a small cohort of year 1s this year and not all of them achieved the SEA in the PSC, however their results were close to achieving. We had good growth of students on track achieving the SEA from term 2 check-in to term 4 check-in. Teachers have been using Jolly phonics and Heggerty across all classes and there is evidence of consistent use of language when explicitly teaching skills. There is still some work to do across all classes using Jolly Phonics program with fidelity, some gaps in planning have been noticed due to multi-year level classes. In 2022 games will be developed to support consolidating reading skills, using a similar structure to Number Buddy groups. All classes will also trail morning reading daily to increase the amount of time students are listened to with reading, particularly identified students achieving well below what is expected.

## Goal 2

The goal to raise year 4, 5, 6, 7 Reading comprehension progress, with a target that 85% of students will increase their scale score in PATR by 5 points or more was achieved. Last year only 60% of students in year 4-7 increased their PATR scale score, by 5 points or more, data shows students who are achieving below what is expected have made considerable growth in PAT R and NAPLAN Reading this year.

We have learnt explicit, modelled comprehension strategy lessons have made an impact on UP student's comprehension skills. Using formative assessment strategies teachers were able to track and monitor strategies students use when reading and which strategies they are not as familiar with. This supported planning for intervention and in class reading lessons. Some students received Heggerty intervention and Multi-lit during the year, this made a positive impact on their results this year. In 2022 we will work on aligning the new curriculum units with needs of students reading development, we will need to develop a whole school map because of multi-year levels. We will also work on task design and how to stretch and challenge our students in reading next year.

## Goal 3

Data shows and increase in 2019 from 20% of students in years 3-7 achieved SEA in PATM to 80%, this year 82% of students in year 3-7 achieved SEA in PAT M, and 82% of students in year 3, 5 and 7 achieved SEA or above this year in NAPLAN numeracy. This year our goal was to have 85% of students enrolled in year 2-4 to have achieved the Place Value diagnostic assessment by the end of term 4. This goal was not achieved, only 55% of these students have developed a deep understanding of place value.

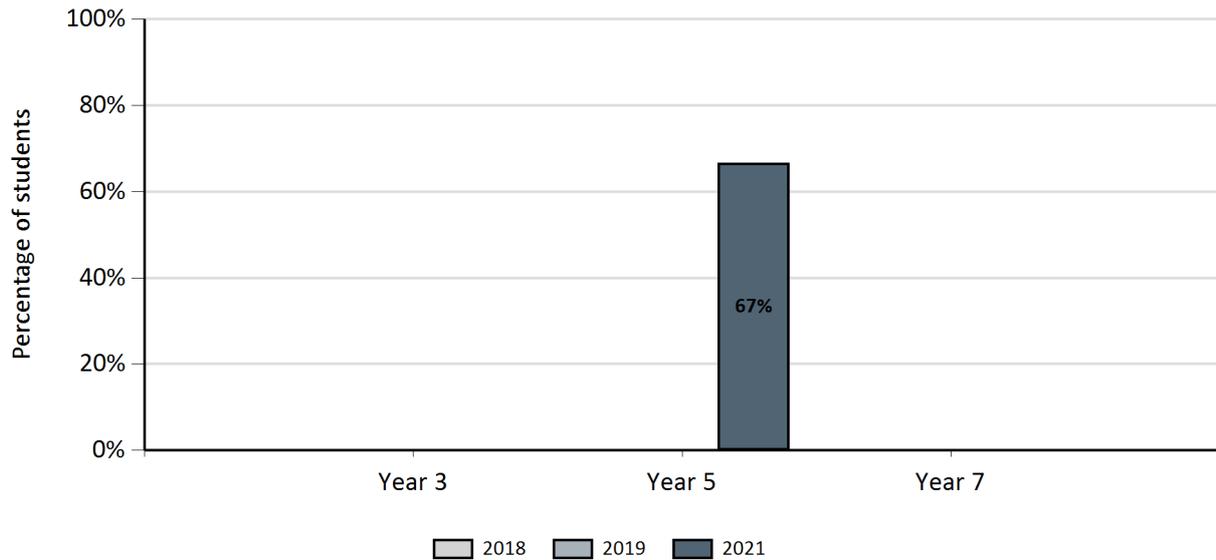
We have learnt the number buddy sessions each day has made significant impact on student learning, students are more confident, engaged and can articulate or use strategies efficiently more often. At the beginning of the year a high number of students in year 2-4 had large gaps in their place value knowledge, most of these students participated in a trust the count plus group, to support revision and explicit learning of simple mental strategies. Some of these students may have not achieved the place value diagnostic tool yet, and are still below the SEA in PAT M, but made excellent growth in their PAT M scale score. This year our year 5 students showed significant growth also in year 3 NAPLAN to their year 5 NAPLAN numeracy results. In particular those who achieved below SEA in year 3. Numeracy data analysis this year shows common trends with students having the most difficulty with questions about patterns in our number system, this will be cont

# 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

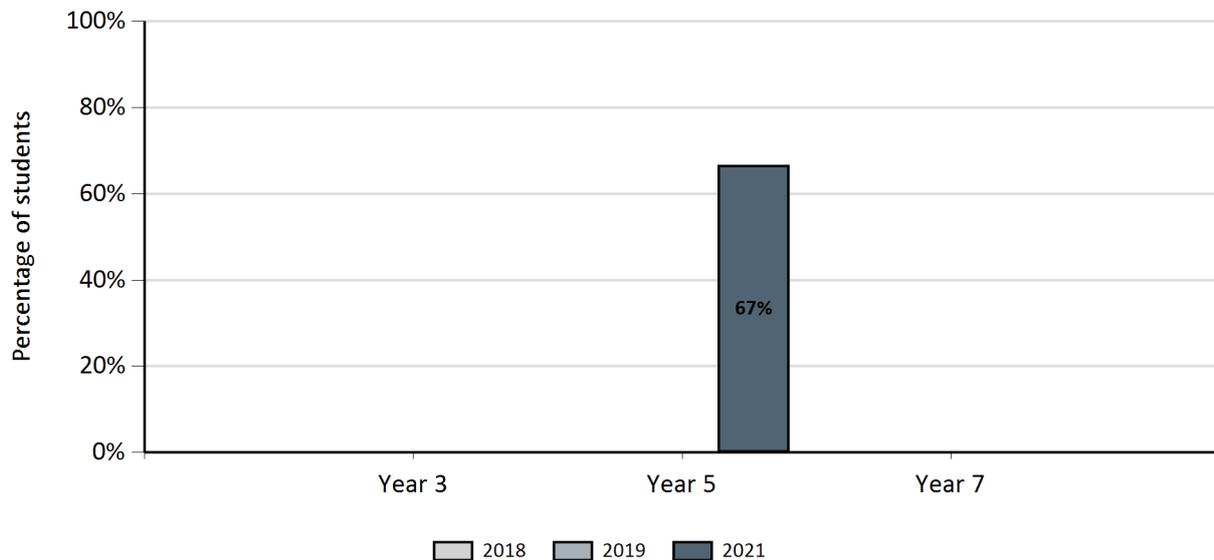


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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  | *        | *        | 33%             |
| Middle progress group | *        | *        | 48%             |
| Lower progress group  | *        | *        | 19%             |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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  | *        | *        | 33%             |
| Middle progress group | *        | *        | 48%             |
| Lower progress group  | *        | *        | 18%             |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 <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 2021              | *   | *        | *  | *        | *  | *        |
| Year 3 2019-2021 Average | *   | *        | *  | *        | *  | *        |
| Year 5 2021              | 6   | 6        | 1  | 0        | 17%  | 0%       |
| Year 5 2019-2021 Average | *   | *        | *  | *        | *  | *        |

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

- Updated whole school assessment and reporting schedule that is ongoing and includes research based effective literacy and numeracy assessments to inform teaching and learning.
- Individual Aboriginal learner profiles will be developed for future Aboriginal people who enrol at Truro Primary. The learner profile will be developed with the teachers, the student and their families.
- Regular analysis of student data each term - individual goal setting. These are documented in One Plan's where required, teachers and support staff work together to plan next learning steps.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

At Truro Primary we currently don't have Aboriginal learners enrolled, however our Aboriginal Learner Achievement plan has been updated and plans are in place to support the success of future enrolments.

# School performance comment

In PAT Mathematics data shows a 20% increase of the number of students in years 3-7 achieving the standard or above. 82% of students in year 3, 5 and 7 achieved SEA or above this year in NAPLAN numeracy.

The schools Running Record Data demonstrated only 75% of students achieving the standard in year R-2. Enrolments have varied considerably over the past couple of years in these year levels, showing inconsistencies in running record data and phonics data. Although our Running Record target was not met, we have seen excellent individual growth and increased achievement. The school will continue to focus on improving early reading skills with a particular focus on phonics and phonemic awareness.

In PAT Reading Comprehension data indicated 85% of students in years 4-7 increased their scale score in PATR by 5 points or more, showing great improvement from 2020 where only 60% of students in year 4-7 had similar increase. Data also shows students who are achieving below what is expected have made considerable growth in PAT R and NAPLAN Reading this year, this is a result of strategies and interventions which have been put in place across the school.

NAPLAN data has also shown students who achieved in the higher bands in year 3 have continued to achieve in the higher bands.

# Attendance

| Year level | 2018  | 2019  | 2020  | 2021  |
|------------|-------|-------|-------|-------|
| Reception  | 93.6% | 93.0% | 90.7% | 96.9% |
| Year 1     | 93.9% | 90.1% | 87.9% | 92.6% |
| Year 2     | 95.4% | 96.7% | 71.5% | 88.3% |
| Year 3     | 98.0% | 94.3% | 91.9% | 88.0% |
| Year 4     | 92.2% | 91.3% | 96.8% | 90.8% |
| Year 5     | 95.3% | 97.1% | 89.3% | 91.5% |
| Year 6     | 90.3% | 96.4% | 95.7% | 95.3% |
| Year 7     | 94.1% | 90.7% | 90.7% | 86.2% |
| Total      | 94.5% | 93.8% | 88.5% | 91.7% |

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

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

## Attendance comment

The average attendance rate for 2021 was 91.7%, with some year levels achieving over 95%. We have seen a dramatic increase since 2020, however we are continuing to review and improve this data. Attendance is monitored closely in line with the Department policy. Daily, families of non-attenders are contacted for explanations. All class teachers are using EMS daily to record and follow up attendance, supported by our administrative staff. Attendance is reviewed each term and individual student concerns are followed up with attendance improvement plans.

## Behaviour support comment

In 2021 we had an increase in minor behaviour incidents compared to the previous year, which we believe the impacts of COVID 19 on schooling has contributed greatly to this increase. In response to the increase we reviewed our school behaviour management systems and collection of data to inform our practice of supporting students to self-regulate and re-engage into their learning and environment successfully.

We engaged with Support Services throughout the year; receiving support from the Behaviour Coach with recommendations of how to support students with challenging behaviours. Strategies included the use of individual timetables, using re-set zones, break cards, consistent follow-up of issues and having restorative meeting to repair students relationships when needed. As a result of this intervention we recorded less behaviour incidents in term 4, 2021.

# Parent opinion survey summary

We have had a significant increase in student enrolments since 2020, therefore more parent engagement and student responses to opinion surveys.

## 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 also 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. In response to 2020 data the school focused on providing other ways to communicate student achievement and learning to parents, the use of digital technologies has increased, 2021 survey results indicate a growth in teachers providing information more effectively compared to 2020 data.

## Student Opinion Survey

2021 student wellbeing data shows positive growth of our students overall wellbeing and happiness at school. A very high number of our students feel a connectedness to school and have positive friendships. They are showing more perseverance towards challenges and are more able to emotionally self-regulate when needed. We will continue to implement strategies and programs to support the social/emotional development of our students and their overall wellbeing.

## Intended destination

| Leave Reason | Number | %      |
|--------------|--------|--------|
| U - UNKNOWN  | 7      | 100.0% |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All DfE Criminal History Screening Requirements for staff and volunteers have been completed including Working with Children Checks. A record is kept in EMS.

In 2021 staff and Governing Council members engaged in the Reporting Abuse and Neglect (RAN) training, all records have been updated on EMS and in HR.

# 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 | 1                        |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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                | 1.3            |
| Persons               | 0              | 4              | 0                  | 2              |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

| Funding Source       | Amount    |
|----------------------|-----------|
| Grants: State        | \$764,177 |
| Grants: Commonwealth | \$7,187   |
| Parent Contributions | \$17,971  |
| Fund Raising         | \$5,856   |
| Other                | \$2,040   |

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

## 2021 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 2021 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  | Funding was used to support students in class and the yard to improve engagement and behaviour. Smaller class sizes provided students with increased 1:1 emotional / social support.   | Increased engagement and individual growth of achievement in Literacy & Numeracy                 |
|  | Improved outcomes for students with an additional language or dialect  | Not Applicable   | Not Applicable   |
|  | Inclusive Education Support Program  | Not Applicable - NIL   | Not Applicable   |
| Targeted funding for groups of students  | <p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development<br/>Students taking alternative pathways<br/>IESP support</p> | Funding was used to support all students to receive intervention to either support or challenge number knowledge and skills and reading comprehension skills. The school uses programs such as; the Big Ideas in Number, Jolly Phonics, Heggerty and Muli-lit to develop intervention programs. Funding was also used to reduce class sizes for English and Maths lessons. | Significant growth in achievement data - NAPLAN, PAT and Running records of identified students. |
| Program funding for all students         | Australian Curriculum  | Funding was used to support teachers with Professional Development with Portfolio Australian Curriculum Leader.  | Curriculum mapping and school curriculum profile developed.                                      |
| Other discretionary funding              | Aboriginal languages programs Initiatives  | Not Applicable - NIL   | Not Applicable   |
|  | Better schools funding   | Funding was used to run intervention programs across the the school, Staff Professional Development sessions; with a particular focus on Phonics and Phonemic Awareness.   | Growth of reading and Numeracy achievement data - PAT/NAPLAN                                     |
|  | Specialist school reporting (as required)  | Not Applicable - NIL   | Not Applicable   |
|  | Improved outcomes for gifted students  | Not Applicable - NIL   | Not Applicable   |

