



Ungarra Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Ungarra Primary School Number: 446

Partnership: Central Eyre

Name of School Principal:

Ashleigh Ferguson

Name of Governing Council Chair:

Ben Pugsley

Date of Endorsement:

21/02/2016

School Context and Highlights

Context:

Ungarra Primary School is a small rural school located within the Central Eyre Partnership. Ungarra is located on the Lower Eyre Peninsula, 79 kilometres north of Port Lincoln. Its economy is largely centred around agriculture, mainly sheep and cropping. A large majority of students that attend Ungarra Primary School live on nearby farms, with over 80% of students arriving at school daily by bus. The school caters for students from Reception to Year 7. There is also a Playcentre on site that is open every Monday and in 2016 catered for 38 children from birth to five years of age.

Last year there were 31 students ranging from Reception to Year 6. The school was split to form two classes; the Junior Primary Class (R-3) and the Upper Primary Class (4-6). There were no year 7 students enrolled at Ungarra Primary School for 2016. The Junior Primary Class consisted of 15 students; 4 Receptions, 4 Year 1's, 3 Year 2's and 4 Year 3's. The Upper Primary Class consisted of 15 students; 5 Year 4's, 7 Year 5's and 3 Year 6's.

Every morning we split the classes from 10:00am - 11:00am in order to utilise our teaching staff to provide explicit curriculum instruction highlighted by our data collected during the course of the year.

The staff included one full time Junior Primary Teacher and three part time teachers, two of which provided NIT and one of which was 0.8 in the Upper Primary Class.

Our School Culture is centred on our four school values; respect, excellence, integrity and resilience.

Highlights:

2016 was a hugely successful year for Ungarra Primary School. We continued to strive for excellence in every aspect of schooling from behaviour, curriculum delivery and pedagogy as well as social and emotional wellbeing. Our top three priorities for 2016, as highlighted in our Sight Improvement Plan were; behaviour, reading comprehension and numeracy improvement. We developed, implemented and refined strategies to improve all three target areas and heavily focused on improving student behaviour and numeracy across the school in 2016.

Governing Council Report

The Governing Council at Ungarra Primary School is one that reflects strongly the community in which the school is based. The commitment and determination of its members has made our school what it is today.

Following are the key points from the school council that have made it a successful 2016 year and we are excited for the year ahead.

- Over 50% of the families are represented on School Council. This is evenly spread between Mums and Dads.
- Our council generally meets twice a term in the evening on the school grounds.
- This year council members attended a 'Governance vs Management' workshop in Port Lincoln, which greatly developed our skills towards running our meetings.
- We have made structural changes to the council with all members having to be nominated and elected, including executive positions. This has given our council more structure and has meant we reach our quorum for each meeting.
- A council representative this year was involved in the panel process for our new Principal and Pastoral Care Worker, which was held throughout term 2.
- The finances of the school are clearly tabled each meeting by our school bursar.

Regards Ben Pugsley.

Improvement Planning and Outcomes

Conditions for learning in 2017: attendance, growth mindset, transforming tasks, academic stretch, data driven teaching practice.

Priority 1 - Behaviour; Key Goals:

1. Decrease the number of students needing behaviour scaffolds to 10% of the school population.
2. A common language of behaviour established across the whole school community.

Key strategies:

1. Develop and review Ungarra Primary School Behaviour policy.
2. Whole school behaviour focuses each week inclusive of proactive explicit teaching of social skills across whole school.
3. Behaviour plans introduced when necessary with a Kids Matter focus.
4. Tracking of both positive and negative behaviour to occur in both Junior Primary Class and Upper Primary Class.
5. Data to be used to inform decision making around positive and negative behaviour.

Reflecting on Targets:

1. The end of 2016 saw positive behaviour reinforcement is outweighing negative.
2. Behaviour Plans were implemented, worked through and revised to the point of elimination.
3. 2016 end of year behaviour data - 0% of the student population needing a high level of support, behaviour redirections and behaviour plans, 16% of the student population requiring some scaffolds for their behaviour and 83% of the student population requiring universal positive interventions, compared to the beginning of the year: 3% of the student population needing a high level of support, 35% of the student population requiring some scaffolds for their behaviour and 61% requiring universal positive interventions.

Priority 2 - Numeracy; Key Goals:

1. 90% of students achieving level 5 (stanine) or above in PAT M.
2. 90% of students reaching National Minimum Standards for NAPLAN.
3. 95% of students reaching Standard of Educational Achievement (SEA) for Numeracy.

Key Strategies:

1. Numeracy plans to be developed from analysis of NAPLAN data and Pat M data and implemented in to 100% of classrooms.
2. Targeted groups for numeracy four days a week with a specific focus on explicitly teaching problem solving and number concepts.
3. Quicksmart – continue having 6 children on the program. Untrained staff to undertake professional development in Quicksmart Numeracy.
4. Whole Staff Professional Development: Back to Front Mathematics to be completed by the end of 2016.
5. Use of Primary Australian Curriculum Coordinator to model in classrooms and support teachers transforming tasks.

Priority 3 - Reading Comprehension; Key Goals:

1. 90% of students achieving level 5 (stanine) or above in PAT R.
2. 90% of students reaching National Minimum Standard (NMS) for NAPLAN.
3. 95% of students reaching Standard of Educational Achievement (SEA) for Reading Comprehension.

Key Strategies:

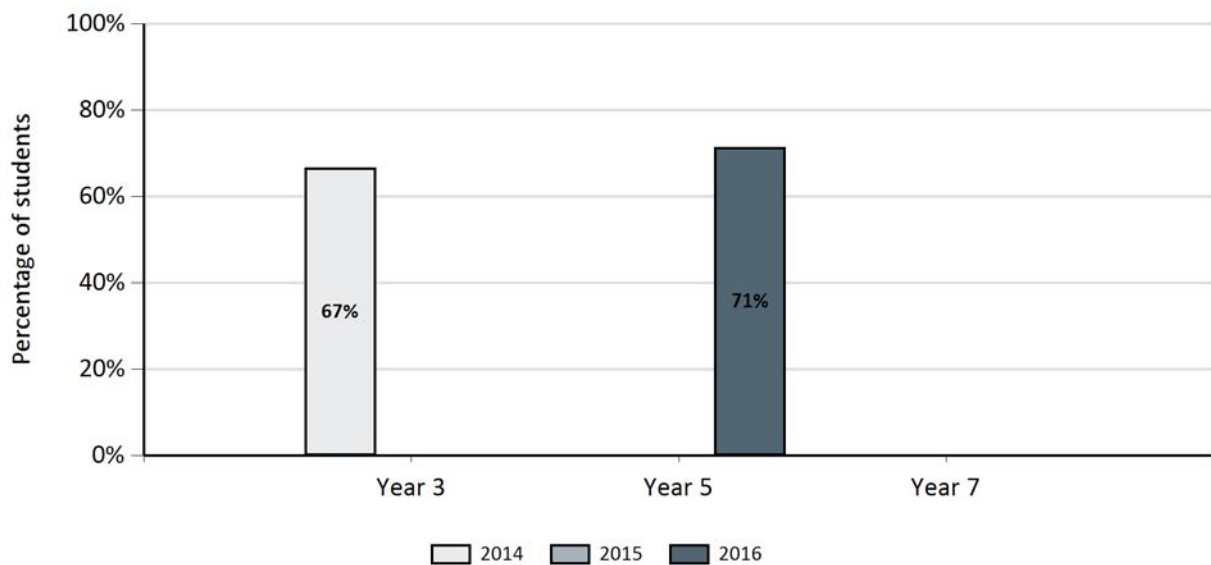
1. Explore reading strategies.
2. DECD speech pathologist to run parent information sessions with our Junior Primary Parents and Playcentre parents on phonological awareness and pre-reading skills.
3. Targeted groups of students to work together in a focused literacy group for 2 sessions per week.

Performance Summary

NAPLAN Proficiency

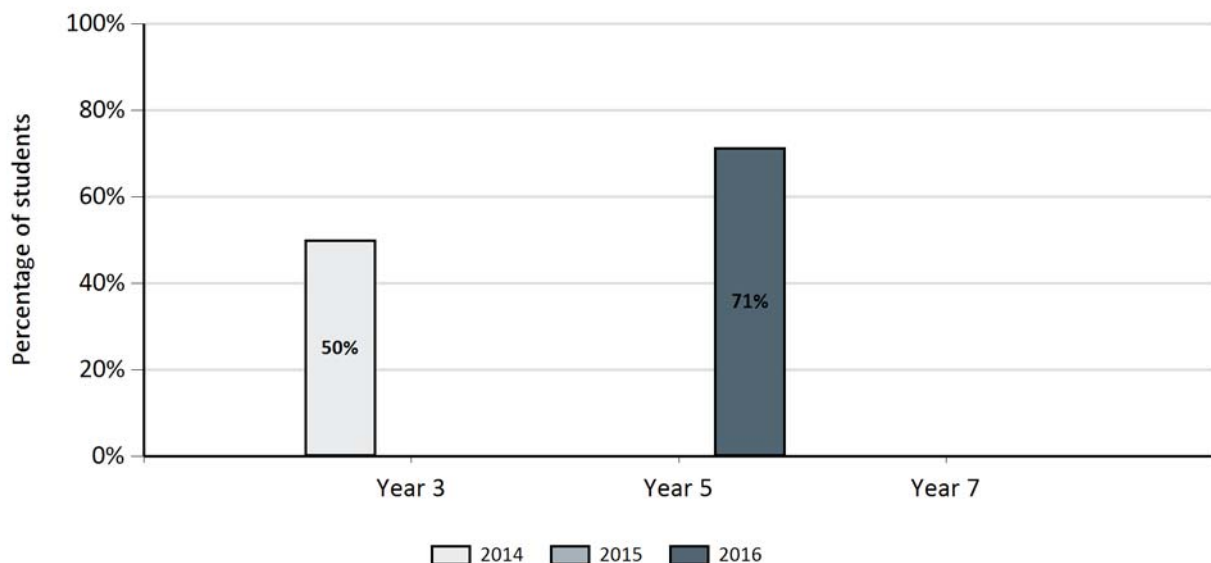
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Lower progress group	17%	25%
Middle progress group	50%	50%
Upper progress group	33%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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	State (average)
Lower progress group	33%	25%
Middle progress group	33%	50%
Upper progress group	33%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	7	7	1	1	14%	14%
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

As a school we often have fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

In 2016 100% of Year 3 and Year 5 students participated in NAPLAN.

100% of Year 3 students achieved National Minimum Standard for all strands of NAPLAN.

100% of Year 5 students achieved National Minimum Standard for reading, writing, grammar and punctuation and numeracy and 71% of students achieved National Minimum Standard for spelling.

17% of Year 5 students showed low growth in reading from 2014-2016. 50% showed medium growth and 33% showed high growth in the 2 year period.

33% of Year 5 students showed low growth in numeracy over the 2 year period, 33% showed medium growth and 33% showed high growth in numeracy.

Reflecting on Targets Numeracy Whole School:

1. PAT-M – 75% of Year 3 students achieving SEA for Pat M numeracy testing, 100% of Year 4 and 5 students and 66% of Year 6 students achieving SEA for Pat M numeracy testing.
2. PAT M – 36% of students from Year 3 - Year 6 achieving a stanine 5 or higher for numeracy. This fell short of our goal of 90% by 54%.
3. Quicksmart Maths all students increased their accuracy of number facts as a result of the program.

Reflecting on Targets Reading Whole School:

1. PAT-R – 75% of Year 3 students achieving SEA for Pat R reading testing, 100% of Year 4, 85% of year 5 and 100% of year 6 students achieving SEA for Pat R comprehension testing.
2. PAT R – 57% of students achieved a stanine 5 or higher for reading comprehension. This fell short of our goal by 38%.
3. Running Records - 70% of the Junior Primary Class achieved the Standard of Educational Achievement for running record testing by the end of 2016.
4. Phonological Awareness Skills Mapping (PASM) - PASM testing was conducted in term 1, week 1 to collect data and implement a strategic plan based on this information. All students showed significant growth in their phonological awareness skills and this reflected in their running record testing.

Attendance

Year level	2014	2015	2016
Reception	91.8%	90.9%	91.2%
Year 01	91.7%	91.7%	94.3%
Year 02	90.9%	84.2%	95.7%
Year 03	92.2%	88.9%	92.6%
Year 04	95.0%	89.4%	93.0%
Year 05	91.7%	88.7%	95.3%
Year 06	92.0%	89.0%	97.1%
Year 07	98.0%		
Total	92.3%	88.7%	94.2%

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

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

Attendance Comment

At Ungarra Primary School we believe that it is essential for students to attend school regularly in order to access learning experiences and opportunities which will enable them to gain the best education possible. Our target for 2016 was to achieve a 95% attendance rate. For 2016 we had an attendance rate of 94.2%, although falling slightly short of our goal this is an increase from 88.7% from the previous year (5.5% increase). The Year 2, 5 and 6 cohorts all reached our target of 95% attendance rate. Non-attendance is largely due to family holidays/events during the school year.

Behaviour Management Comment

2016 saw 1 suspension and 2 internal suspensions. Two students needed behaviour support plans/programs. Behaviour plans were worked through consistently by staff, parents and the students. All behaviour plans were consistently worked through until the point of elimination. Communication was effective between staff and parents/carers regarding both positive and negative behaviour in 2016.

Client Opinion Summary

Client Opinion Surveys were distributed to all parents and staff in Term 4 2016. 11 parents (64%) responded to the survey which was a significant increase in the number of parents who responded in 2015 (5 parents). We used the School Survey - Parent Opinion Survey to collect our data. 100% of all teaching and non-teaching staff completed the surveys. Students in Year 3 to Year 6 also completed the student survey.

Results demonstrated a high regard for the school and its programs. Responses showed a marked improvement from our 2015 data.

100% of parents indicated that they either agree or strongly agree or agree that teachers at this school expect their children to do their best, motivate their children to learn and that the school looks for ways to improve. 100% of students also agreed that teachers at this school expect children to do their best, motivate them to learn and the school looks for ways to improve.

100% of staff strongly agreed that student behaviour is well managed at this school and that this school looks for ways to improve. 100% of parents indicated that students behaviour is well managed at the school, an improvement from 2015 with 33% of parents neither agreeing nor disagreeing with this statement.

When collecting data from parents we asked parents for any other addition comments. Responses included "the staff have done a great job of extending student learning this year through smaller extension groups and extra staff."

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	0	NA
Transfer to SA Govt School	3	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All volunteers who work at Playcentre are parents of the children and therefore do not require a DCSI criminal history check. All staff are aware that only parents who have their police check are allowed on overnight camps. All volunteers who help at our school on a regular basis have their screening checks and are kept on file. All members of Governing Council are parents or carers of children at the site and are not in a employing authority for an out of school hours care service, and therefore do not meet the criteria for a DCSI criminal history check.

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	6
Post Graduate Qualifications	3

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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 Equivalent	0.0	3.0	0.0	2.1
Persons	0	4	0	5

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	521 828.33
Grants: Commonwealth	12 090.50
Parent Contributions	12 053.50
Fund Raising	11 777.37
Other	-

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

