

Ungarra Primary School 2017 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:

School Context and Highlights

Ungarra Primary School is located 570kms north-west of Adelaide CBD on the Eyre Peninsula. Ungarra Primary School is a small rural school located within the Central Eyre Partnership. The school was established in 1914 and has a current enrollment of 39 students; numbers having increased from 28 in 2014. The school's Index of Educational Disadvantage is 6. The school population has no students who identify as Aboriginal. The school Leadership Team consists of a Principal. There are three teaching staff members and four School Services Officers (SSO's) employed at the school.

Its economy is largely centered around agriculture, mainly sheep and cropping. A large majority of students that attend Ungarra Primary School live on nearby farms, with over 80% of student 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 2017 catered for more than 35 children from birth to five years of age.

Last year there were 36 students enrolled at Ungarra Primary School ranging from Reception to Year 7. The school was split to form two classes; the Junior Primary Class (R-3) and the Upper Primary Class (4-7). The Junior Primary Class consisted of 15 students; 4 Receptions, 4 Year 1's, 4 Year 2's and 3 Year 3's. The Upper Primary Class consisted of 21 students; 6 Year 4's, 5 Year 5's, 7 Year 6's and 3 Year 7'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.

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

Highlights for 2017:

2017 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 2017, as highlighted in our Sight Improvement Plan were; transforming tasks to ensure students were doing the thinking, with a focus on tell to ask strategies, transforming tasks to allow students to engage in a deeper understanding of mathematical concepts (numeracy) and explicit teaching of reading comprehension strategies to raise the standards of reading.

2017 saw us undertake our External Review successfully, and we will be involved in this process again in four years.

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 2017 year:

- Over 50% of the families are represented at school council. This is evenly spread between mums and dads.
- Our council generally meets twice a term in the evening on the school grounds.
- The School Council and wider school community was involved this year with the schools external review.
- This year our council has been involved with the schools "policy review" procedures and have reviewed policies such as the anti-bullying policy and the school behaviour policy.
- The finances of the school are clearly tabled each meeting by our schools bursar.
- Our meetings have been shorten, and now have a set time, to allow for the principal to work within their allocated hours and to ensure that work place health and safety requirements are met.

Regards

Ben Pugsley

Improvement Planning and Outcomes

Conditions for learning in 2017: attendance, growth mindset, planning for intellectual stretch, positive behaviour for learning and data driven teaching practices.

Priority 1 Transforming Tasks:

Transforming tasks to ensure students are doing the thinking - effective use of questioning

100% of students achieving middle and upper growth in NAPLAN (Year 5 and 7)

100% of students achieving middle and upper growth in PAT M and PAT R

100% of upper band retention (Year 3-5-7)

Increase the amount of students achieving National Average for NAPLAN

Key Strategies:

- Effective use of SLIPP for support with effective task design that: allows students to do the thinking and that demonstrates effective questioning techniques by all staff.

- Focus on Questioning (Tell to Ask) to ensure that students are doing the thinking: unpack elements of Tell to Ask (socratic questioning, student voice, use dialogue and explore before explain).

Priority 2 Numeracy :

Increase by 20% of students achieving a level 5 (stanine) or above in PAT M

Increase in the amount of students reaching National Average for NAPLAN

90% of students reaching Standard of Educational Achievement (SEA) for Numeracy

Key Strategies:

- Timely data analysis of Pat M and NAPLAN data to inform best teaching practice.

- Numeracy plans to be developed from analysis of NAPLAN data and Pat M data and implemented in to 100% of classrooms.

- Maintain three numeracy groups for maths based on thorough data analysis and areas identified for explicit teaching.

- Quicksmart – continue intervention in a timely manner.

- Differentiated teaching practice to respond to student needs and include higher order thinking for all students.

- Task design is transformed to ensure students are doing the thinking (Tell to Ask).

Priority 3 Reading Comprehension :

Increase by 20% of students achieving a level 5 (stanine) or above in PAT R

Increase in the amount of students reaching National Average for NAPLAN

90% of students reaching Standard of Educational Achievement (SEA) for Reading Comprehension

Key Strategies:

- Explore strategies presented in CARS AND STARS.

- Timely data analysis of both Pat R and CARS and STARS diagnostic to inform explicit teaching..

- Explicit teaching of reading comprehension strategies from R-7.

- Teachers team teaching every Monday to support explicit teaching of strategies.

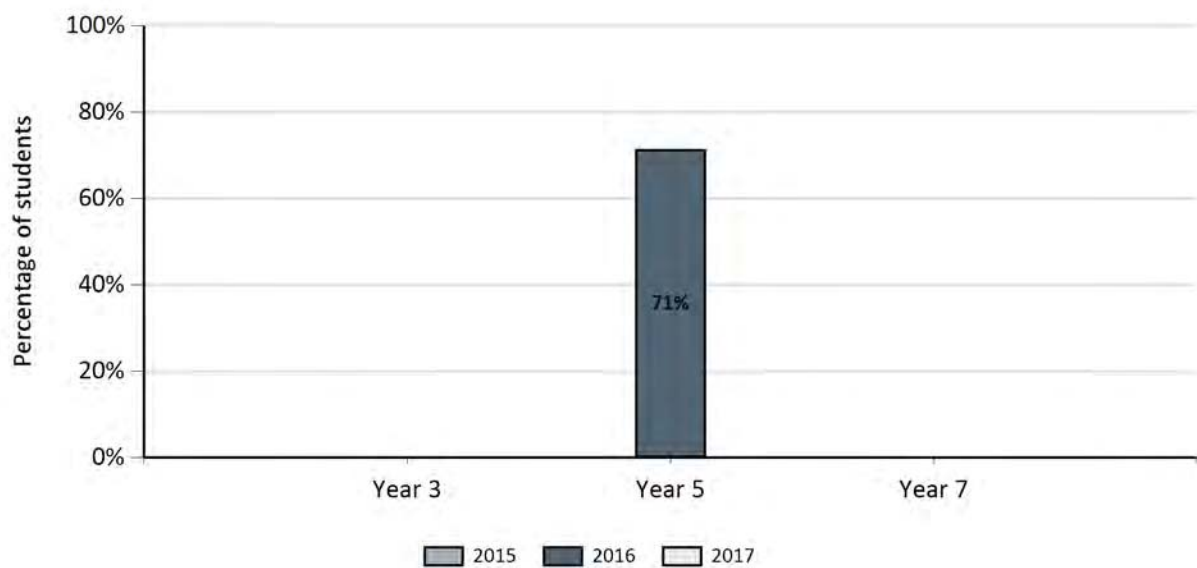
- Unpack Big 6 of reading with Bec Jamieson PD.

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.

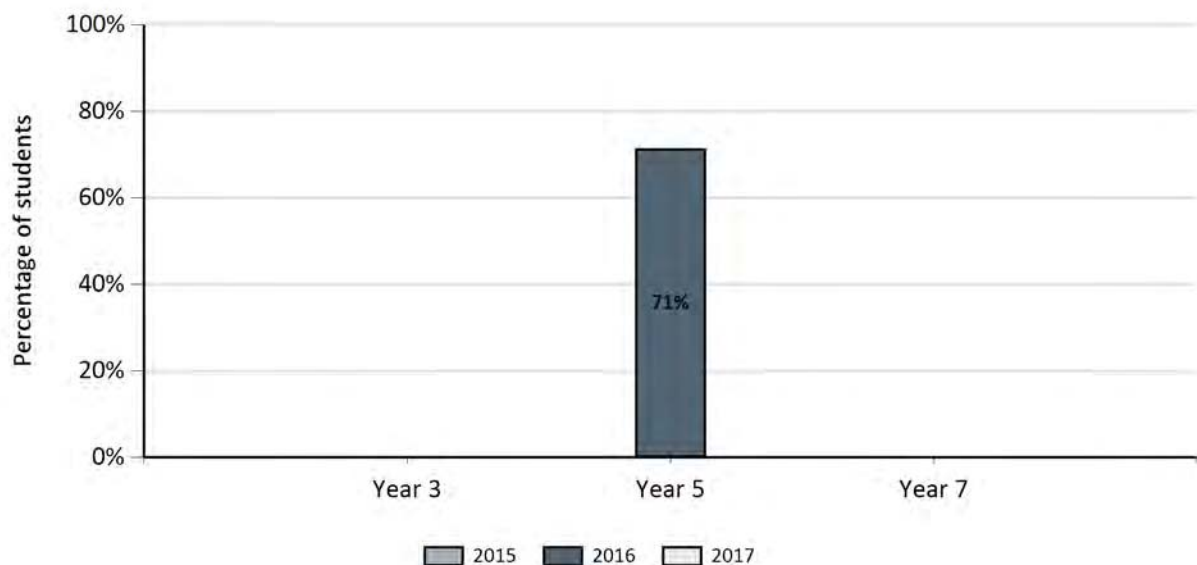
Reading



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%
Middle progress group	*	*	50%
Lower progress group	*	*	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 5-7	Year 3-5	State (average)
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Middle progress group	*	*	50%
Lower progress group	*	*	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 [^]		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 2017	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

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

[^]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

As a school that often has 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.

NAPLAN participation rate 2017:

33% of year 3 students sat NAPLAN, 100% of year 5 students sat NAPLAN and 67% of year 7 students sat NAPLAN in 2017.

Transforming Tasks Reflecting on Targets:

- 75% of students achieved National Average or higher in NAPLAN numeracy.
- 100% of students achieved National Average or higher in NAPLAN reading comprehension.
- Upper bands retention: 100% retention rate for year 5 students in both numeracy and reading (3-5). Gain of 1 student achieving higher bands in year 5 numeracy. Gain of two students in Year 7 achieving in the upper bands for reading (Year 5 -7).
- 100% of students achieved middle or upper growth in NAPLAN (year 5 and 7) for both reading and numeracy.

Numeracy Reflecting on Targets:

- 81% of students who sat PAT M achieved SEA. This fell short of our goal of 90% by 9%
- Four students successfully completed the Quicksmart numeracy program throughout the course of the year
- 66% of students achieved stanine 5 or higher for PAT M. This is a 30% increase from 2016 (2016 - 36% achieved stanine 5 or higher)

Reading Reflecting on Targets:

- 91% of students who sat PAT R testing achieved SEA. We achieved our target of 90%
- 68% of students achieved stanine 5 or higher in PAT R. This is a 43% increase from 2016. (2016 - 57% achieved stanine 5 or higher)
- 50% of the Junior Primary Class achieved SEA for running record testing by September 2017.
- Phonological Awareness Skills Mapping was conducted in term 1, to collect data to implement a strategic plan based on this information. All students showed significant growth in their phonological awareness skills and this is reflected in their running record testing.

Attendance

Year level	2014	2015	2016	2017
Reception	91.8%	90.9%	91.2%	89.9%
Year 1	91.7%	91.7%	94.3%	94.1%
Year 2	90.9%	84.2%	95.7%	91.3%
Year 3	92.2%	88.9%	92.6%	89.2%
Year 4	95.0%	89.4%	93.0%	88.9%
Year 5	91.7%	88.7%	95.3%	89.1%
Year 6	92.0%	89.0%	97.1%	93.3%
Year 7	98.0%			96.9%
Total	92.3%	88.7%	94.2%	91.5%

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 2017 was to achieve a 95% attendance rate. Our attendance rate for 2017 was 91.5%. This is a drop from 94.2% from the previous year. The Year 7 cohort was our only cohort of students to exceed our attendance goal for 2017. All other cohorts fell short of this target. Non-attendance is largely due to family holidays/events during the school year.

Behaviour Management Comment

2017 saw 0 suspension and 0 internal suspensions. This was an improvement from 2016 with 3 suspensions and internal suspensions in total. Several students needed behaviour support plans/programs. Behaviour plans were worked through consistently by staff, parents and students to the point of elimination. Communication was effective between staff and parents/carers regarding both positive and negative behaviour. The Behaviour Policy and the Anti-Bullying were both reviewed with staff and Governing Council and are implemented across the school. We continued to teach weekly behaviour across the school as a pro-active strategy to reduce behaviour incidents in the classrooms and in the yard and were consistent with our whole school approaches.

Client Opinion Summary

After discussions and feedback from parents we worked with students in 2017 on unpacking what effort looks like in all key learning areas at school. Parent feedback showed that they place an emphasis on the effort their children put into their learning at school. Staff's feedback gathered through our end of term self-review processes also indicated that there needed to be some work done around student effort and that we needed to differentiate between effort and behaviour with students. This focus, combined with our site priority of transforming tasks we saw huge shifts in effort students were applying in all learning areas across the school.

2016 English effort: 7% A's, 45% B's and 48% C's.
2017 English effort: 31% A's, 31% B's and 38% C's.

2016 Maths effort: 19% A's, 22% B's and 59% C's.
2017 Maths effort: 37% A's, 38% B's and 25% C's.

2016 Science effort: 11% A's, 37% B's and 52% C's.
2017 Science effort: 44% A's, 31% B's and 25% C's.

Feedback from students about their learning:

- learning was more fun
- we didn't mind if we were wrong
- we had better tasks
- we were able to work together
- we took more risks
- we set ourselves more challenges
- we had better experiences
- we were showed more perseverance

Feedback from staff about effort:

- students are helping to design their own learning
- we are providing more scope for student input
- clear criteria for success
- we are providing the opportunity for students to have more voice in the direction of their learning
- students are given a chance to try things and explore before explaining
- we are putting more fun into the learning

Intended Destination

Leave Reason	School	
	Number	%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

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All volunteers who volunteer in the 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 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 Equivalent	0.0	3.6	0.0	1.5
Persons	0	4	0	4

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

Financial Statement

Funding Source	Amount
Grants: State	45, 158.76
Grants: Commonwealth	583, 037.47
Parent Contributions	12, 612.50
Fund Raising	5616.01
Other	-

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		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	Funding was used in 2017 to provide one-on-one support for students who qualified for funding. There was a strong focus on speech and language and phonological awareness skills for students.	This is an ongoing program that will continue into 2018.
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	Focus on Building Literacy: The Early Years Literacy Improvement Strategy 2017 Funding was used to increase SSO support in the Junior Primary Class to focus on phonological awareness skills, phonics, reading comprehension and writing. Building Teacher Capacity: The Early Years Literacy Improvement Strategy 2017 Funding was used to release teachers to undertake professional learning BIG 6 in Reading, to work in PLC's within the Partnership and to work with the Principal on planning, assessing and reporting on children's literacy and numeracy.	Teachers using data thoroughly to strategically plan.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Better schools funding was used to increase SSO support in classrooms to assist with literacy based activities - particularly reading comprehension.	
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		