



Strong culture, strong relationships, strong learners

Augusta Park Primary School

2020 annual report to the community

Augusta Park Primary School Number: 990

Partnership: Port Augusta - Quorn

Signature

School principal:

Ms Bec Mueller

Governing council chair:

Mrs Carah Curley

Date of endorsement:

13 July 2021



Government
of South Australia
Department for Education

Context and highlights

Augusta Park Primary School is located in Port Augusta which is approximately 300 kilometres north of Adelaide. The school is situated on Power Crescent and has views of the Flinders Ranges.

In 2020, the school had 12 Reception to Year 7 classes, which included the Port Augusta/Quorn Partnership Small Special Class and Primary Special Class. At the end of 2020, there were 211 students enrolled. The student population was diverse with 62% of Aboriginal students, 22% of students were identified as Students with a Disability and there were 136 students eligible for school card. Projected enrolment figures remain the same for 2021. Leadership positions in 2020 were Principal, Deputy Principal, Student Wellbeing Leader, Senior Leader Aboriginal Education, Special Education Co-ordinator and Teaching and Learning Coach. The school had 24 teachers and 19 ancillary staff as well as a canteen manager and 2 grounds people.

At Augusta Park Primary School we continue to be guided by our vision of: strong culture, strong relationships, strong learners. To achieve our vision we work in partnership with families, students and staff to develop and promote collaborative relationships, expert staff, effective learning environments, challenging learning experiences, successful students and strong community connections. Both our vision and mission statements are readily accessible on our website.

The 2020 school year started off well and included community events such as our annual afternoon tea and the inaugural community breakfast. Unfortunately soon into the year the COVID-19 pandemic began. Student attendance decreased significantly towards the end of Term 1 due to the uncertainty of the pandemic and with many families choosing to home school their children. Our staff worked very hard and were committed to maintaining a normal routine for students whilst also undertaking lots of new learning in online platforms such as Microsoft teams and See Saw.

In Term 2 the majority of students returned to school and over the coming terms school events recommenced. These included Bookweek, NAIDOC Week, Sports Day and Family Night. We were so pleased to be able to recommence these events as they instil in our students a sense of belonging as well as strengthen our connection to the wider community and provide a platform for our students and school to showcase our talents. We are also very grateful for the support and ongoing efforts of our school Governing Council and School Events Committee who contribute to these events and help make them a success.

Governing council report

Firstly I would like to thank all members of Governing Council for volunteering their time to attend meetings and offering support and suggestions for the continual improvement of our school, your contributions are so valuable and I have appreciated the dedication everyone has shown. Special thanks to Bec and all the staff - especially Donna for the support and commitment they have shown throughout the year. 2020 was a year like no other, we have had many interruptions, set backs, state wide lockdowns and restrictions put in place which has had numerous effects on students, staff and Governing Council. We have not been able to meet, fundraise or celebrate as we have in the past, however the effort and contributions from Council members and the school community must be recognised.

The Governing Council for 2020 was made up of 11 members, 8 set elected and nominated parents, the school principal, a staff representative and a representative from Aboriginal Family Voice. Meetings were generally held twice a term unless we were required to meet more frequently. 2020 saw a slight decrease in numbers from 2019 - 2 less, it would be great to see an increase in parents participation in Governing Council for 2021.

Highlights for 2020 for the school include Sports Day and Family night. With Covid restrictions in full force during these events we were lucky enough to be able to hold them - and have parents present, however fundraising and catering were not able to occur. We decided as a Governing Council to support a small business in town 'Kieran's Kitchen' and invited this service to both events to provide food and drinks to Families and Staff. 2020 saw both a Mother's and Father's Day stall organised by Tash Sghrippa and the SRC. This was extremely successful with numerous students and parents commenting on the event which will now be continued each year for both celebrations. The SRC also had the quad painted with some amazing and colourful games for students to enjoy. Hopefully we do not encounter any further restrictions during the coming years and fundraising and celebrating school events can be enjoyed to the full capacity.

The Canteen received an upgrade at the beginning of the year and new security/swipe system was approved and installed during 2020.

Thank you again for the commitment and contributions of Governing Council members and the staff and students of Augusta Park Primary School.

Quality improvement planning

At the beginning of 2020 we screened all R-Yr 2 students' for phonological awareness skills, phonics skills and concepts of print to determine reading readiness and early intervention strategies. As a result in Term 1 we focused on the explicit teaching of phonological awareness skills, oral language, vocabulary and concepts of print across the Junior Primary classes. This was enhanced by the teaching of Read Write Inc across the Reception to Year 1 classes. Read Write Inc is an approach used to explicitly teach synthetic phonics and is supported by extensive research. Students continue to be placed in groups based on their identified needs. We also continued to send home decodable text for take home readers rather than levelled readers to support students to consolidate the concepts they were learning in Read Write Inc. The implementation of Read Write Inc continues to be highly successful across the school. This is evidenced through student achievement, which has been tracked every 5 weeks, but also through high levels of student engagement and the positive feedback we have received from families and students.

For Year 3/4 - Yr 7 classes their focus was the implementation of Big Write and VCOP (vocabulary, openers, connectives, punctuation) across the school. This work continued to include cold writes across the school each term which enabled us to track and monitor growth and/or areas of development for student's writing. As a result of this work student achievement has shown significant growth in the quality and composition of written texts as well as an increase in the complexity of student's vocabulary and openers.

In 2020 we also worked alongside the Partnership Curriculum Coordinator to undertake assessment and moderation with other schools across Port Augusta. In addition we also participated in a student free day to deepen our understanding or and further build our capacity to use formative assessment practices as part of our daily teaching practices. As a result of this work teachers had a clear understanding of formative assessment practices and were able to implement these to gain a deeper understanding of what students know, understand and can do as well as obtain just in time feedback from students in order to modify or adjust learning to suit learners needs. Teachers also participated in PLC's throughout the year.

Key focus areas and actions for 2021:

Increase achievement in reading by rigorously and explicitly teach synthetic phonics, reading comprehension, oral language and vocabulary as part of a structured and sequential English block: consolidation of Read, Write Inc; Year 3/4 - Yr 7 teachers explicitly teach reading through a consistent approach which compliments and builds on the work of Read Write Inc; teachers consolidating the use of the APPS oral language agreement for intentionally planning and explicitly teaching oral language and vocabulary development.

Increase achievement in writing by implement a common approach to explicitly teach daily writing which incorporates oral language, vocabulary and text knowledge; Reception to Year 1/2 teachers consolidate explicit teaching of daily writing incorporating oral language and vocabulary development; Year 2/3 to Yr 7 teachers embed the explicit teaching of daily writing through the rigorous and consistent implementation of Big Write.

Increase achievement in mathematics by developing a common approach to teaching 'Trust the Count' and 'Place Value: explicit teaching of trust the count and place value using visual tools, manipulatives and motion to enhance student engagement and build students understanding and knowledge; explicitly teaching approaches to develop students problem solving skills and meta-cognitive strategies.

Improvement: Aboriginal learners

In 2020 we developed and implemented the Aboriginal Learning Achievement Resource Action Template as required by the Department for Education as part of their Aboriginal Education Strategy. This work guides the actions we undertake to ensure our Aboriginal learners are making growth in their literacy and numeracy achievement. In 2020 the Senior Leader Aboriginal Education worked closely with the Aboriginal Community Education Officers (ACEO) to analyse Aboriginal student achievement data. A data wall was also established in the ACE room to help facilitate and guide conversations with students and their families about their current level of achievement, the expected level of achievement as well as next steps for each students learning in order to progress. The ACE team also developed Aboriginal Learner profiles to help ACEO's support teachers knowledge about Aboriginal students.

As a school we continued to closely track, monitor and review Aboriginal student achievement through our school review and evaluate processes. For example, in 2019 and 2020 we saw improvement in the learning outcomes for our Aboriginal students as identified in the school improvement and performance comments. Due to the significant work we have achieved at the school we are confident this will continue to be evident in 2021. We also ensured every Aboriginal student had a one child one plan with a literacy and numeracy SMARTAR goal which is reviewed regularly with the teacher, student and family throughout the year. In addition in student data management meetings Aboriginal student achievement was closely monitored and recommendations made as necessary for early interventions to be put in place or referrals to be made to support services.

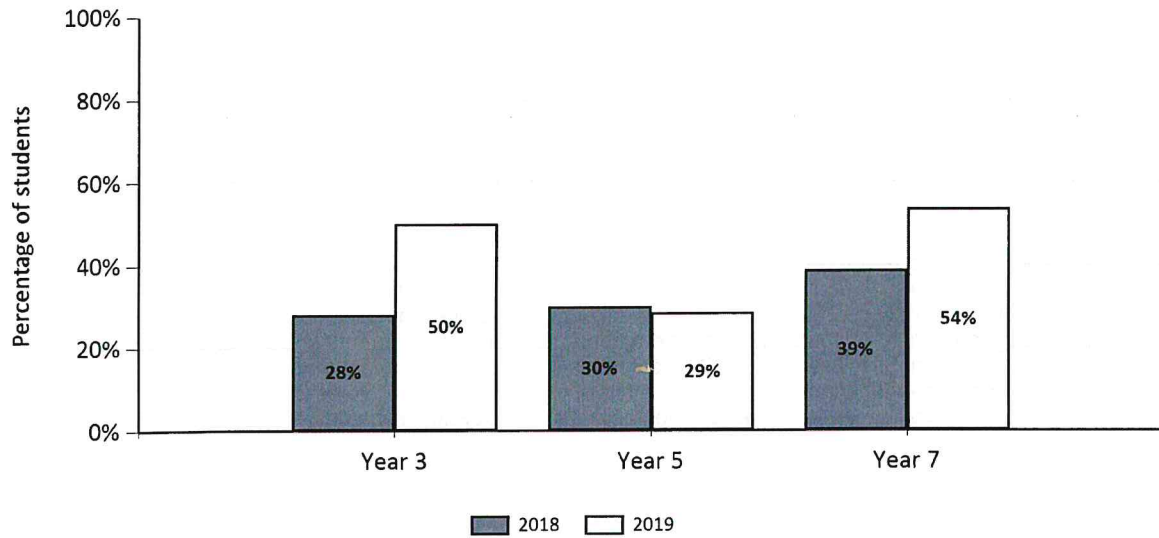
To support families to engage with the school as partners in their child's literacy and numeracy learning a range of activities were planned such as afternoon teas, family interviews and community breakfasts. However, due to the COVID-19 pandemic many of these activities had to be postponed or conducted over the phone due to the restrictions which were put in place. In 2021 we hope to resume these events and continue to build on ways we can engage families with their child's learning at school.

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

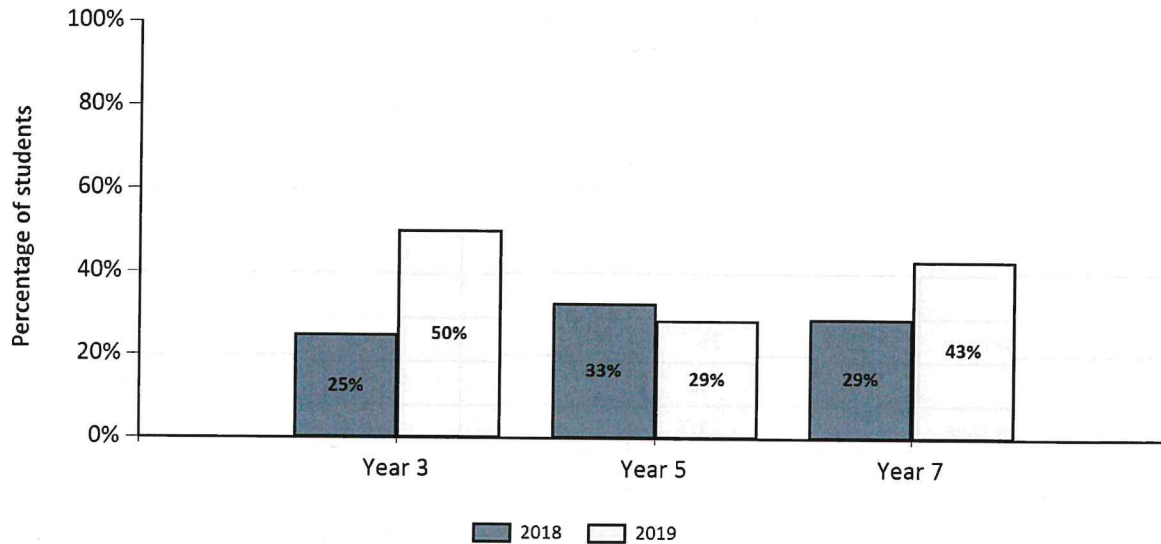


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	52%	50%
Lower progress group	67%	39%	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	69%	62%	50%
Lower progress group	*	33%	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%.

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	18	18	3	2	17%	11%
Year 3 2017-2019 Average	25.7	25.7	1.7	1.7	6%	6%
Year 5 2019	21	21	1	2	5%	10%
Year 5 2017-2019 Average	31.7	31.7	1.7	2.0	5%	6%
Year 7 2019	28	28	0	0	0%	0%
Year 7 2017-2019 Average	31.7	31.7	1.3	0.3	4%	1%

*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 2019 we saw an increase in the percentage of students participating in NAPLAN. When examining reading results, 2019 saw a significant increase in the percentage of students reaching the Standards of Educational Achievement (SEA) across years 3 and 7 when compared to previous years. For example in 2019, 50% of year 3 students reached the SEA in comparison to 2018 where 28% met the SEA. Furthermore we had 3 students in year 3 achieve in the higher bands which increased by one student when compared to 2018. The year 3 results break the previously decreasing pattern of results and returns the results above the historic range. The results for our year 5 students remained relatively static compared to 2018. One year 5 student achieved in the higher bands. In addition in 2019, 54% of year 7 students met the SEA in reading compared to 39% in 2018. These results also break the previously static pattern of results and returns results above the historic range for the first time since 2015.

In NAPLAN numeracy we also saw a significant increase in the percentage of students reaching the SEA across years 3 and 7. In 2019, 50% of year 3 students achieved the SEA compared to 25% of students in 2018. We also had 2 Year 3 students reach the higher bands. This was the highest result we have achieved to date and it breaks the previously decreasing pattern of results and returns the results above the historic range. The results for year 5 students shows a slight decrease (4%) when compared to 2018. Two year 5 students achieved in the higher bands. In addition, in 2019, 43% of year 7 students met the SEA in numeracy compared to 29% in 2018. This returns results within the historic range and it is a notable increase from the relevant (apparent) year 5 cohort results (24% in 2017 to 43% in 2019).

When examining NAPLAN reading and numeracy achievement for Aboriginal students there has been a significant increase in the number of Aboriginal students achieving the SEA for numeracy in 2019 (21%) when compared to 2018 (14%). In reading the achievement has only slightly increased.

All year 1 students were again screened through the phonic screening check with 2020 results showing significant improvement compared to previous years.

	2018	2019	2020
% students to score 28 & over	4%	11%	52%
% students score 19-27	7%	28%	9%
% students score 18 & under	89%	61%	39%

Five students achieved 40 out of 40, 14 students achieved 34 or above, 7 Aboriginal students achieved the SEA (.e. 41% of students who achieved the SEA were Aboriginal).

In 2020 all teaching staff participated in a student free day where we undertook a deep analysis of the 2019 NAPLAN results as well as 2020 PAT results, running records, phonics screening check and phonological awareness skills. On this day we identified trends across the school as well as areas of growth and development in order to determine our strategic directions for 2021. This also led to the identification of students who we believe are capable of achieving the SEA and higher bands for 2021 as well as those needing extra support.

Attendance

Year level	2017	2018	2019	2020
Reception	85.0%	80.8%	84.4%	74.1%
Year 1	77.5%	82.9%	81.4%	76.0%
Year 2	79.0%	76.5%	85.2%	77.3%
Year 3	81.7%	79.7%	76.8%	76.7%
Year 4	85.9%	77.3%	82.4%	70.1%
Year 5	82.5%	79.9%	74.0%	80.8%
Year 6	76.5%	77.6%	79.1%	68.0%
Year 7	83.8%	69.9%	77.6%	74.4%
Primary Other	68.6%	72.9%	78.4%	66.6%
Total	81.2%	77.9%	80.4%	74.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Student attendance was monitored by the attendance ACEO and Student Wellbeing Leader through weekly meetings to monitor students of high risk and regular non-attendance. Early intervention strategies were used to improve attendance. This included daily phone calls as well as home visits to families where students had missed more than 3 consecutive days of school. We also worked closely with the department's Attendance and Engagement Officer and other non-DECD service providers to support families and put in place strategies to ensure students re-engaged with school.

Behaviour support comment

In 2020 there was a reduction in exclusions, internal suspensions and take homes relating to threatened or actual violence whereas suspensions for this behaviour increased by 5. In relation to physical bullying there was a slight increase in incidents however there was a significant decrease in verbal/written bullying. There was a slight increase in incidents relating to sexual harassment and a decrease in racial harassment.

In 2020 the school revised their behaviour management policy and introduced a case management process to support students with complex behaviours. We also worked closely with families, DfE behaviour coach and medical experts to support improved outcomes for students.

Client opinion summary

In 2020 the school parent engagement survey was administered by the Department for Education. 28 Families completed the survey via the link sent out from the Department for Education.

Positive responses included families feeling:

- people respect each other at this school
- like my child is important to the school
- they talk with their child about what happens at school
- education at school is important to their child's future

Responses that ranked lowest included families feeling:

- The school provides an opportunity for me to have input about my child's learning
- Having a good routine around reading, studying and learning at home
- The school provides me with useful tips on how to help students learn at home.

Based on the feedback from families the school will seek further advice from families about whether they would like to receive useful tips to help their children learn at home through parent workshops, newsletters, items on Facebook or meeting with teachers. In addition the school will consider how we can help to support and promote a good routine at home around reading, studying and learning. The school will also work with families in a variety of forums i.e. meetings, phone calls, interviews to enable families to have more opportunities to have input into their child's learning.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	5.6%
Other	2	2.2%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	4.5%
Transfer to SA Govt School	77	86.5%
Unknown	1	1.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

In 2020 we adhered to the departments Screening and Suitability - Child Safety Policy and Procedure. We sighted and kept copies of all staff, volunteers, third party providers, canteen staff and Pre-Service Teachers relevant history screening checks/working with children checks. These were entered into EDSAS and/or HRS system as required. The relevant history screening /working with children check register was checked and updated each term. Staff were reminded when their relevant history screening/working with children check was due to expire allowing ample time to reapply.

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	39
Post Graduate Qualifications	8

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 Equivalent	1.0	22.8	3.7	13.6
Persons	1	24	4	19

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

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$72,000
Parent Contributions	\$55,596
Fund Raising	\$1,418
Other	\$4,414,502

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	SSO's were employed to support students' social skill development, social inclusion and engagement in the classroom and during playtimes.	Reduction in incidents and increased engagement levels for identified students.
	Improved outcomes for students with an additional language or dialect	The teaching and learning coach was employed to support teachers with the EALD process and programming and planning for students. Class teachers were also provided with additional NIT time to undertake EALD moderation.	Student OCOP's were reviewed each term to determine progress towards goals.
	Inclusive Education Support Program	Students were individually supported by SSO's to develop skills in literacy and numeracy as well as needs identified in their OCOP. Special class teachers and SSO's were employed for the Partnership special classes.	OCOP reviews in Term 4 identified student progress in relation to goals set.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Aboriginal students and families were supported by leaders and ACEO's to improve attendance and increase engagement with school. The first language maintenance and development funding was used to employ a teacher for the Aboriginal Languages program. IESP support grant was used to employ a special education teacher to work with teachers in programming and planning for students and developing One Child One Plan's (OCOP) for every student. Identified students participated in the Mini-lit and Macqlit reading intervention programs.	Student achievement data shows improved outcomes in reading and writing for students through the phonics screening check, PASM and cold write assessments.
	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	Site based professional learning opportunities in AC, moderation and assessment were provided for staff. All teachers participated in partnership moderation sessions.	Increased use of learning intentions/success criteria; Improved assessment tasks
	Aboriginal languages programs Initiatives Better schools funding	Funding was used to employ an Aboriginal staff member to provide advice and support for the delivery of cultural studies and teaching Aboriginal Languages across the Reception to Year 7 classes. Funding contributed to the Teaching and Learning Coach salary who worked with teachers to improve pedagogy and delivered professional development to staff.	Improved student and staff understanding of Aboriginal Culture and Languages Improved task design and intentional teaching, increase pedagogical knowledge.
Other discretionary funding	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

