

DATA

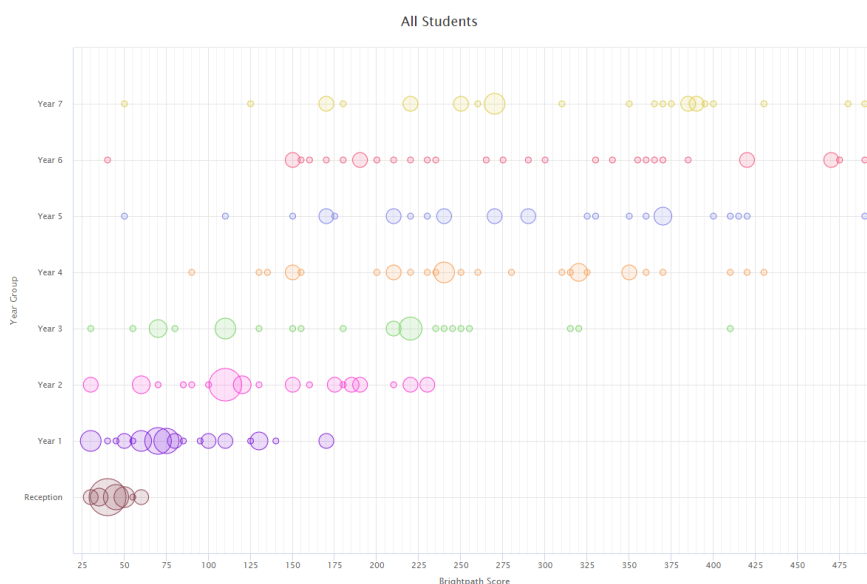
Achievement, Parent Survey and Behavior

“ACHIEVEMENT DATA”

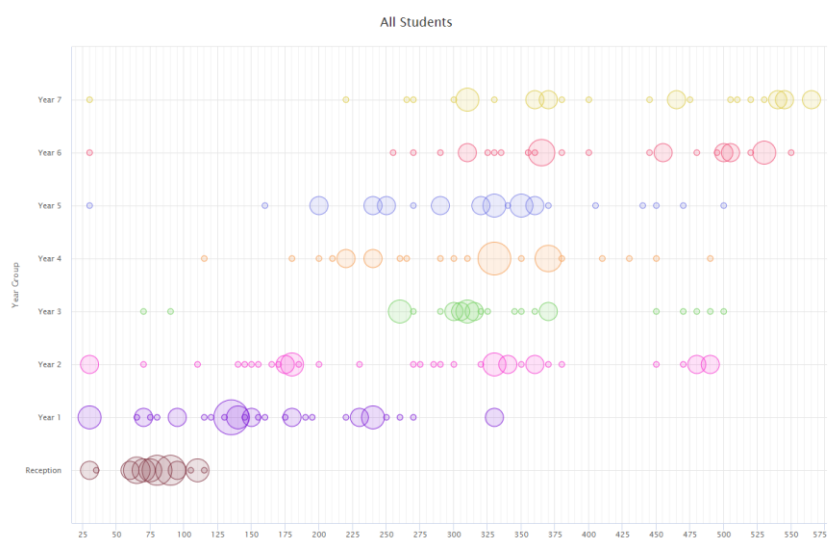
Brightpath Data

The bubble graphs below show comparative data for Term 1 and 3 for Information Report Writing. 90% of our students have made progress with the graphs displaying an obvious improvement across the school. The teacher moderated results for Term 3 have been moderated by central office to ensure their consistency and authenticity. The majority of the teacher’s moderated scores compared to Central Office were the same or within 10 points.

Term 1 – Information Report Writing (pre-test)



Term 3 – Information Report Writing (post-test)



Phonics Screen (Year Ones)

We are very excited that we have recently received the percentage of students that have met the phonics screen benchmark. This year 80% of our students have met the benchmark an increase of 7% from 2020 achievement (73%).

NAPLAN DATA 2021

Percentage of students reaching National Minimum Standard

Reading	Numeracy
Year 3 - 96%	Year 3 - 96%
Year 5 - 93%	Year 5 - 89%
Year 7 - 93%	Year 7 - 86%

We have analysed the results of all cohorts of students and have identified those students who did not meet the Department's Standard of Educational Achievement. The students identified in Year 3, Year 5 and Year 7 that did not meet the standard are being tracked and monitored. They are either receiving intervention, are students identified with a disability or learning difficulty or from English as Additional Language or Dialect background and have a One Child One Plan in place.

A large focus in our Site Improvement Plan is to provide intellectual stretch for every child and in particular increase higher band achievement. This year our higher band achievement has been maintained and/or improved. Students who have achieved in higher bands previously are maintaining higher band achievement.

- Percentage of students achieving SEA (Standard of Educational Achievement) and higher bands in writing has remained steady.
- Increase of Year 3s achieving SEA in Reading.
- Higher Band achievement in Reading: Year 3 –60% in higher band achievement, Year 5—41% in higher band achievement and Year 7—30% in higher band achievement.
- Higher Band achievement in Numeracy: Year 3 –30% in higher band achievement, Year 5—26% in higher band achievement and Year 7—34% in higher band achievement

BEHAVIOUR DATA

Please see attached graphs on next page for total number of Take Homes and Suspensions, (no exclusions this year). When viewing this data please also take into account the 'Student Count'. It is important to note that Take Homes and Suspensions are only one part of our Behaviour Management processes. There are many other strategies that we use to support students, teachers and parents.

For example:

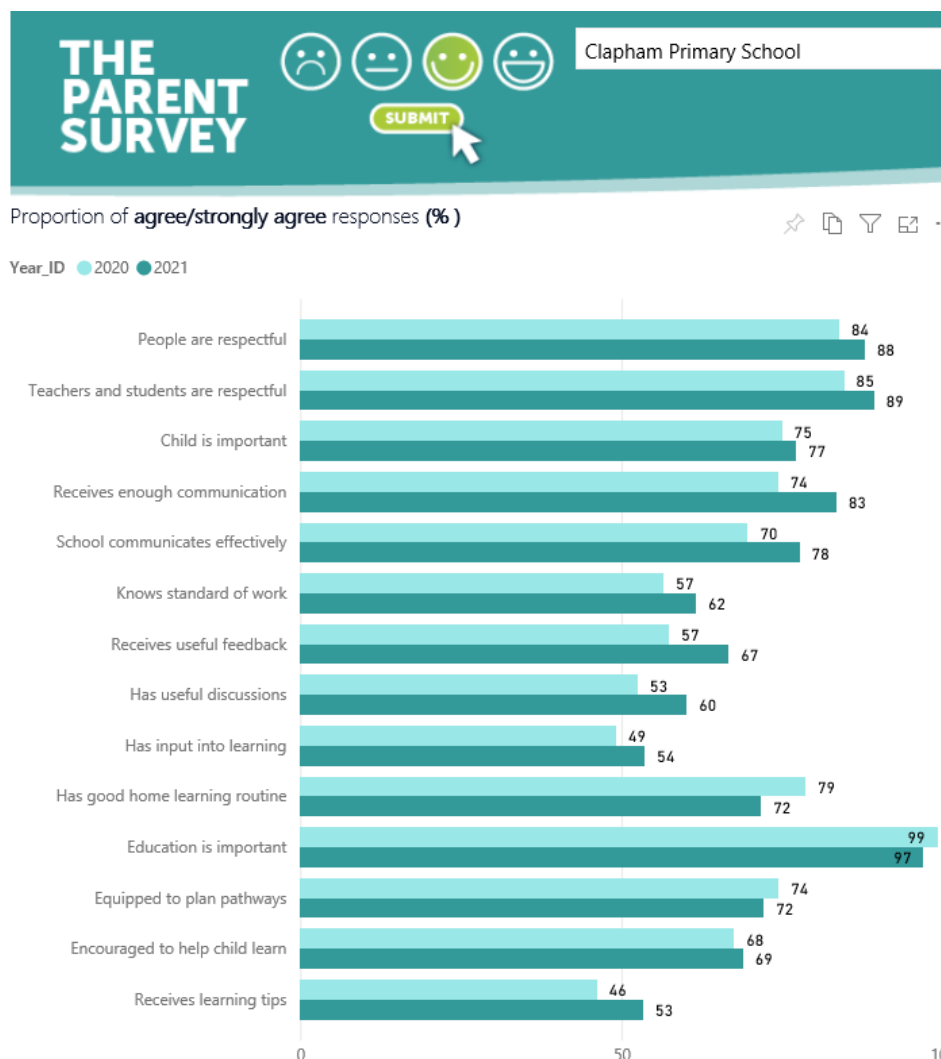
- Behaviour plans (incorporating suitable strategies)
- One Child One Plan
- Liaising with other service providers (DfE and external ie psychologists)
- Liaising with the family of the student
- Support from Laura (PCW)

Number of suspensions for the year is: 12 (student count is 3)

Number of Take Homes for the year is: 11 (student count is 8)

PARENT SURVEY

Each year the Department for Education coordinates a parent survey for schools. This year we had an outstanding 149 responses to the survey. The results are very positive overall. Please see graph comparing 2020 to 2021 results on next page.



Recently our Site Improvement Team (SIT) reviewed the survey responses to identify areas for further improvement. Areas identified for further investigation and improvement by the SIT included:

- Communication – SeeSaw and Skoolbag
- Parent engagement – meeting with teachers
- Understanding of student learning – what is expected at each year level

Last year staff and leadership looked at ways to further support the three dot points above, you may remember information being posted late last year titled “Ideas in response to parent survey”.

We also acknowledge that the past two years have been very different from our usual way of operating as a school. All of our lives have been impacted through the changes of COVID restrictions (and at times these ease and then return). The SIT therefore reviewed the “Ideas in response to parent survey” document and below for your reference is the updated version (2021). As soon as restrictions allow we are committed to implementing these immediately.

In regards to communication we will continue to focus on ensuring our communication is streamlined and carried out as per our Communication Channels policy. At Parent Information Evening in 2022 teachers will also provide further detail about this and the purpose for SeeSaw (Student Learning Journey). We have liaised with SeeSaw this year and will purchase **“SeeSaw for Schools”** for 2022. The paid version (highest level) of the app will provide many additional functionalities that we do not currently have ie Activities and assessments and communication of student progress.


Two respondents stated they found it difficult to approach leadership to raise a concern (felt they couldn’t). We are saddened to hear this and wish to share that there are a number of ways to raise a concern. We encourage parents/carers to raise a concern early. By sharing concerns early we are able to work together to resolve these. Therefore we wish to share ways for you to approach leadership with a concern:

1. In the school yard/on yard duty, let us know you have a concern and we will work out a suitable time to meet. (Please note if the concern is confidential we will arrange a meeting time to ensure confidentiality).
2. Send an email to dl.0952.info@schools.sa.edu.au or our individual school emails Jodie.kingham519@schools.sa.edu.au
Justine.baldwinlangley162@schools.sa.edu.au
Cassie.kopias223@schools.sa.edu.au
3. Ring the Front Office or come in to the front office and book a time to meet with a member of leadership.

We have also attached leadership roles and responsibilities – this may assist you with whom to address your concern. If you are unsure we will assist you.



2021 Leadership Team and Responsibilities

	<p>Principal: Jodie Kingham Leadership Representative: Year 3-5 Teaching Team Governing Council and Subcommittee: Governing Council and Finance</p>
	<p>Deputy Principal (Curriculum / Special Education): Justine Langley Leadership Representative: Rec to Year 2 Teaching Team Governing Council Subcommittees: After Hours Sports, Facilities and OSHC</p>
	<p>Assistant Principal (Curriculum / Wellbeing): Cassie Kopias Leadership Representative: Year 6/7 and Specialist Teaching Team Governing Council Subcommittees: Events and Education and Communication (Parent Reps)</p>

Ideas/Information in response to parent survey (2021)

“Clapham Café”

This strategy targeting: Parent engagement, communication and at times understanding of student learning at each year level

Each term we would host “Clapham Café”. We will organise a Coffee Van to visit so that parents can purchase a tea/coffee/etc. Aim to host 2 Clapham Café mornings a term providing an opportunity for our community to connect with each other. Sometimes the school may host a Q&A on a particular topic or provide information about a learning area during this time. **NB:** We held a Clapham Cafe this year that had a focus on intervention programs in school and the InitialLit Literacy Program parents (COVID restrictions allowed this at this time).

NB: When COVID restrictions allowed we were able to hold a number of Clapham Café’s. Some were for informal catching up and we also held a parent workshop and tours through classrooms.

“Showcasing Learning”

This strategy targeting: Parent engagement, communication and understanding of student learning at each year level

Classes host a ‘showcasing of learning’ event. Parents and carers are invited to come and see their child’s learning and children share the learning intentions they have been working towards along with examples of their work. These events could be held in the classroom or the gym depending on the restrictions at the time. These events may be during the school day or held after school in the evening. For example, in Term 2 this year our Year 4/5 classes held a Showcase of Learning about their inquiry unit (again parents COVID restrictions allowed this at this time). Students shared examples of their learning journey with their parents. The “Showcasing Learning” events will complement each child’s learning journey that is also regularly shared on the SeeSaw app.

NB: When COVID restrictions allowed we were able to hold some Showcasing of learning. For example some junior primary classes held a Showcase of learning (writing) in the Hall after school and some middle primary classes held a Showcase of learning (History and Social Sciences) in the Hall during school.

“Volunteering in classrooms to support learning”

This strategy targeting: Parent engagement

Volunteers are essential in supporting learning. It is important that Volunteers know their role so that learning opportunities for all students can be optimised. Therefore, parents can be in classrooms for a specific purpose eg to support a curriculum based activity (in consultation with the teacher). All volunteers are required to complete an application form, a Working with Children Check and some training eg Responding to Risk of Harm, Abuse and Neglect, which is then approved. Please see website for further info/Parent Info/Volunteers or contact the Front Office.

“Parent Workshop Sessions”

This strategy targeting: Parent engagement and understanding of student learning at each year level

Hosting parent workshop sessions. These sessions are to parents to understand successful strategies that best support learning. For example, Listening to children read, how to deliver the Toe by Toe reading intervention program.

NB: When COVID restrictions allowed we were able to hold parent info sessions such as Initialit – Reception literacy program and information about Intervention.