



Clare Primary School

2021 annual report to the community

Clare Primary School Number: 0719

Partnership: Mid North Clare

Signature

School principal:

Mr Mark Vincent

Governing council chair:

Abbie Lillecrapp

Date of endorsement:

22 March 2022



Context and highlights

Clare Primary School is a beautiful, rural school located in the Clare Valley, approximately 140km north of Adelaide. Clare

Primary School currently has 220 students from Reception to Year 6, including a Regional Special Education class. Students come from both within the township of Clare and via bus from surrounding rural townships and areas. The school enjoys expansive grounds with a large shaded oval, extensive playground areas and covered playing areas. Most classrooms have been updated and refurbished in the last 3 years creating engaging and flexible learning spaces for students and staff. A focus on improving school facilities has had a positive impact on all areas and facilities within the school and will continue in 2022, creating a positive community feel for the school and wider community.

A whole school focus on building a positive school culture and wellbeing as a foundation for learning continued in 2021. All staff were trained in trauma informed best practice supporting our Positive Education focus. All staff focused on building positive relationships with all students, every child building connections with significant adults throughout the school and classrooms being a safe, calm, supportive environment that created learning opportunities for, and explicitly taught, students to self-regulate through mindfulness activities every day after breaks, sensory spaces and furnishing to support student's needs and teachers incorporating brain breaks and calming activities. All staff have been trained in all the 5 modules of the Berry Street Educational Model with these practices embedded in all classroom practice. This will support the ongoing focus on wellbeing for learning.

Despite the impacts of COVID restrictions, students were involved in many events, activities and performances across the year including Yoga workshops, camps, Science Show, visiting performers including Wheelie Net and Professor Flint, choir performances and Bookweek Parade within the school was again a community wide highlight.

Students were involved in many sporting opportunities despite Covid restrictions with various SAPSASA events and carnivals, a Swimming carnival and Sports Day held at Clare High School.

Facilities improvements continued with new water play equipment installed, murals professionally painted in the yard and toilets and upgraded library facilities creating a multi-use space supporting student group and individual learning programs.

Governing council report

Unfortunately, much like 2020, the year 2021 was significantly impacted by Covid.

At Clare Primary we were lucky enough to start the year on a positive note though, with the "Welcome Families Evening" held at the school. This was a great new way for parents and caregivers to be able to meet staff and other families in a casual and relaxed manner. You could see the joy on the children's faces as they raced their loved ones around from classroom to classroom, showing the library, gardens and all the different spaces across the school. You couldn't help but see the abundance of school pride that the children have and the respect they have not only for the teachers and support staff, but for each other as well.

Shortly after the school year started, we enjoyed attending the annual Swimming Carnival at the Valleys Lifestyle Centre. After not being able to hold larger scale events such as School Concert in 2020, families were thrilled to be able to watch and cheer on students. Staff and volunteering parents helped to make the day possible, though due to the heat, the Foundation students remained at school and had a fun filled 'Splash Day' instead.

School life and learning continued as normal (in a Covid safe manner) for a while longer with other activities, events and fundraisers being held.

The Governing Council with both new and returning members continued to play their part by assisting in decision making and aspects of Fundraising, Canteen, Finance, OSHC, Gardens & Maintenance and behind the scenes contributions to support Principal Mark Vincent and the school. Governing Council is a great way to volunteer, to have a say and get involved in the school and your children's education. Please feel free to contact me if you would like to know more about being part of the Governing Council or subcommittees (Fundraising Committee / OSHC Advisory Committee).

This year the Fundraising Committee planned and executed some wonderful occasions to bring the school community together and raise funds for projects within the school. This included the first and very popular "Touch a Truck" day. We hope to see this return in 2022.

Alas the relaxation of rules did not follow through for the entirety of the school year, with another lockdown in July, where learning from home, followed by the cancellation of many face to face events followed. Our committed staff at CPS managed again to keep our students engaged and learning during difficult and uncertain times.

Tragically, in September, the school was rocked by the sudden passing of one of our Foundation students Mason, a catastrophic loss for Mason's parents, family and so many within the school community an

Quality improvement planning

2021 was the final year of a three year improvement plan with the three foci's of:

- Wellbeing for Learning
- Writing
- Numeracy

Wellbeing for Learning focus continued with all staff trained in the final modules of the Berry Street Educational Model program. Whole school agreements were produced reflecting this program and ensuring practices were embedded and impactful in all classrooms R-6 across the school and were strongly evident in the positive relationships formed between staff and students, the manner new students were integrated into our school culture and the calm and learning focused atmosphere that all visitors and new staff to the school comment on. A school wide focus on Working Hard and Being Kind was adopted for 2021 with weekly focuses explicitly taught in all classes, language used and supportive visual materials integrated into all learning areas. Behaviour data supported staff and visitor perception of calm and focused students in classes, stronger desires to learn and focus on achievement and better abilities to self-regulate behaviours across most year levels. A portfolio Interception Project officer worked with staff within the school during term 3, conducting observations, modelling lessons and sharing strategies and resources to assist with the building of interoceptive activities and abilities within classes.

Writing continued as a focus for the primary year levels, using the Brightpath Writing moderation program as the basis for improvement with a continued focus on narrative writing. Working collaboratively, teachers planned common writing tasks and conditions for writing, identified short sprints for writing improvement from student data and assessed and moderated students writing samples using the Brightpath tool for two common writing tasks across the primary years. Student writing data was analysed to target areas for improvement and skills requiring ongoing focus and groupings of students to best target areas for writing improvement. A Pupil Free Day was held with support from the Brightpath team with explicit focus on aspects of writing through the presentations of master classes. All classes across the school targeted building writing stamina within students through increasing regular targeted and sustained writing times with students demonstrating improvements in quantity and quality of writing as the year progressed.

Numeracy continued as a Junior Primary learning team focus for 2021, embedding the trainings and programs undertaken with the Primary Maths Association in 2020 and ongoing professional development and support in these areas through after hours sessions and a pupil free day with the PMA presenting. An ongoing focus on student's positive Maths mindsets and a common language in Base 10 was embedded across junior primary classrooms with teachers observing changes in student's attitudes to be more positive in their approaches to maths, their willingness to attempt tasks and challenges and the use of common mathematical thinking and language across all classes. A Come Dressed as a Mathematician day was a highlight for many students and reinforced the importance and prevalence of maths in all occupations. A PatM data analysis pupil free day was held with support from D.f.E staff to identify areas for explicit focus in 2022.

Our 2021 target for Maths was 100% of yr. 2 students confident and capable of applying the rules for Base 10 and 100% of Yr. 3 – 6 students at or above SEA in PatM.

Of the 130 yr. 3 – 6 student undertaking Pat Maths testing in 2021, 80% demonstrated SEA, 11% were below SEA and a further 9% completed a test assigned below their year level and therefore not assessed at SEA

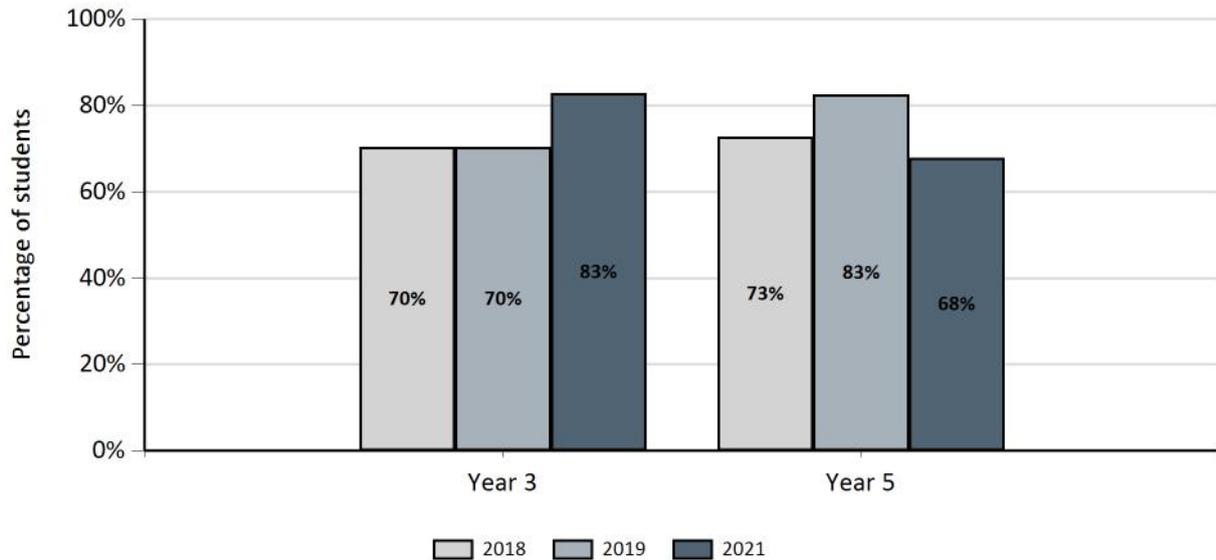
Our 2021 target in wellbeing was 85% of students reporting high level of school connectedness. In the 2021 Student Wellbeing Survey 76% of students reported high levels of connectedness, up from 72% in 2020, with a further 18% reported medium levels of school connectedness. This was an impr

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

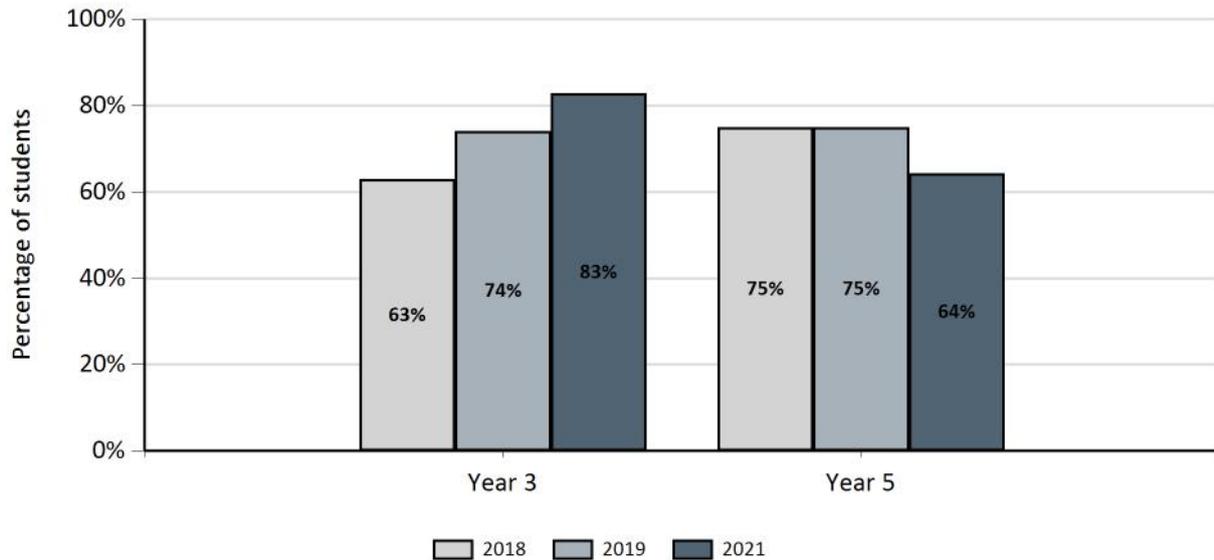


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	State (average)
Upper progress group	37%	33%
Middle progress group	37%	48%
Lower progress group	26%	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	State (average)
Upper progress group	*	32%
Middle progress group	65%	49%
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%.

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 2021	35	35	14	6	40%	17%
Year 3 2019-2021 Average	31.0	31.0	11.5	5.0	37%	16%
Year 5 2021	28	28	8	3	29%	11%
Year 5 2019-2021 Average	34.0	34.0	9.5	3.5	28%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

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

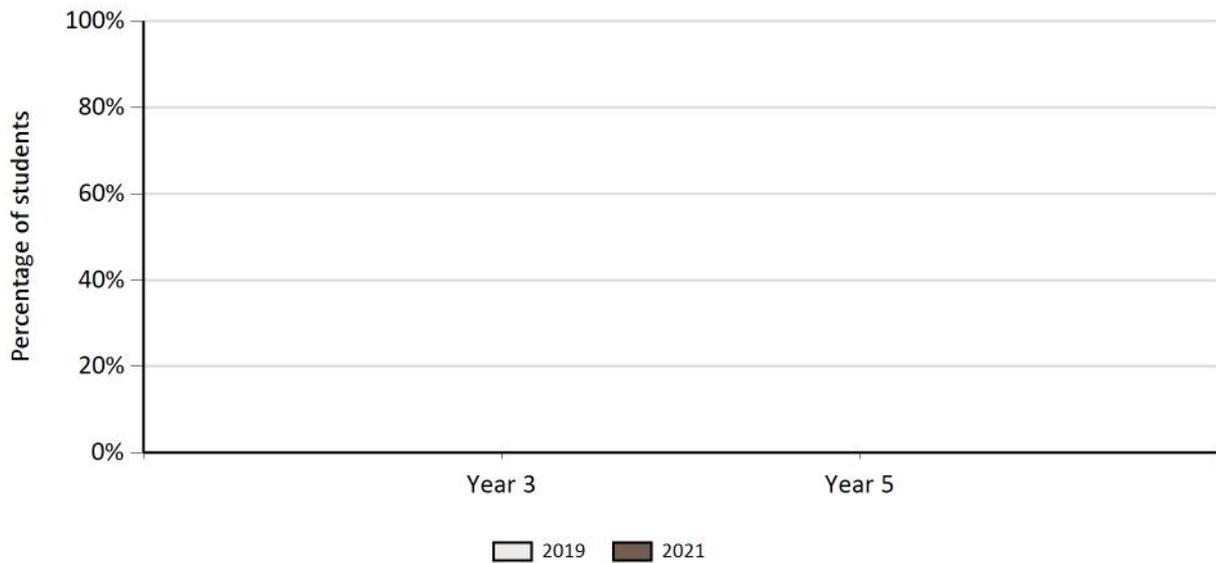
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



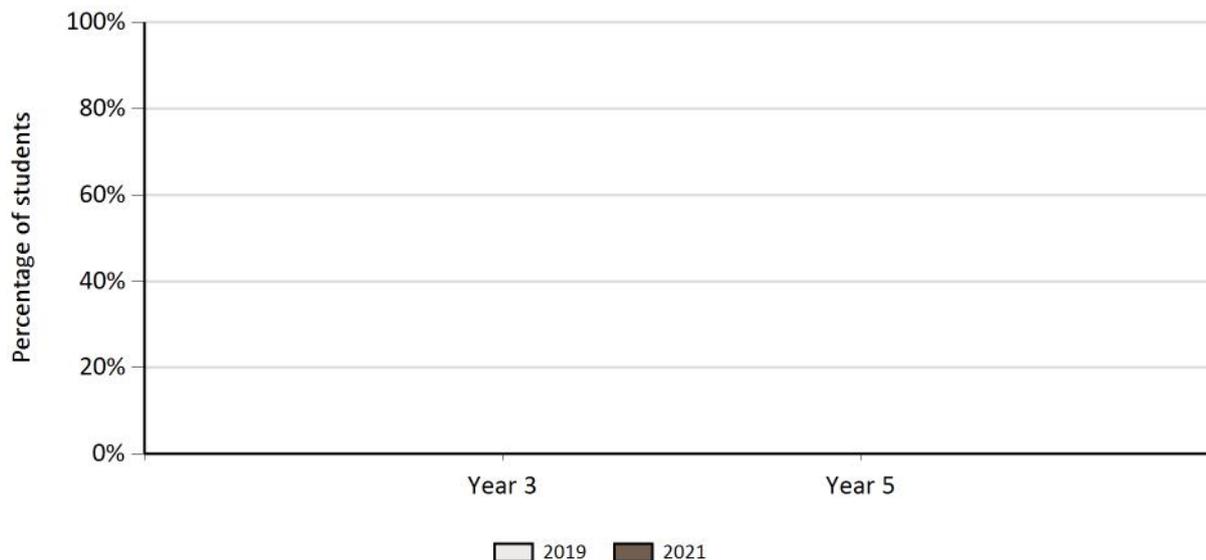
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression

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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression

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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
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.

[^]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: Quality Teaching

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

1. All staff involved in ongoing training and development in best classroom practices, supported by the updating of whole school agreements ensuring consistency of practice and conditions for all students. In 2021 all staff completed the final of 4 days of training in the Berry Street Educational Model program, with a focus on positive relations, calm and consistent classroom environments, wellbeing for learning and gratitude. Clare Primary employed a Speech Pathologist 2 days a week to support teachers in their classroom literacy practices, implement intervention and extension strategies for students and build capacity in literacy for teachers and support services officers. Teachers worked with regional consultant to build interoceptive skills and practices in classrooms, supporting individual and groups of students to develop their abilities to self-regulate. Teachers undertook training in data analysis of Pat Maths results to identify areas for development for individual and groups of students, ensuring students working and challenged at their level. Teachers undertook training with Primary Maths association trainers and Brightpath consultants building understanding and capacity and directly impacting on classroom practice.

2.

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

In 2021, 7 ATSI students were enrolled at Clare Primary School in years Foundation through to year 6. In the year 1 Phonics test 1 student demonstrated SEA, one did not demonstrate SEA. In Pat Reading, 5 students participated – 2 students at SEA, 2 not at SEA and 1 completed tests below year level. In Pat Maths same results were recorded. In Naplan, 4 students participated in 2021 – in Reading 3 students demonstrated Sea, 1 below, in Writing 2 students demonstrated SEA, 2 below and in Numeracy again 2 students demonstrated SEA and 2 were below.

School performance comment

Yr. 1 Phonics testing was completed by 25 students. 64% of students (16 students) were at or above the expected level of 28. 9 students did not reach the targeted level of 28 but 3 were within two words of reaching this level. Intervention and additional supports are in place for all students who did not reach SEA and ongoing monitoring and assessment to ensure that they do reach this target.

Running Record levels were collected for all year 1 and 2 students (57 students) as required by the Department in term 3. Of this cohort, 40 students (70%) demonstrated Sea level, 15 students were below SEA (26%) and 2 students were not tested (4%). By year level, 60% of year 1 students demonstrated SEA with 40% below expected level and 78% of year 2 students demonstrated SEA, 15% were below SEA and two students were not tested due to having left school or placement in special class.

Naplan testing occurred for year 3 and 5 students again in 2021. 35 year 3's and 29 year 5's took part in the testing program.

Of the Year 3 cohort in Reading, 29 (83%) students demonstrated SEA with 15 (43%) demonstrating high achievement, in writing 32 (91%) students demonstrated SEA with 14 (40%) demonstrating high achievement, and in Numeracy 29 (83%) students demonstrated SEA with 6 (17%) students demonstrating high achievement.

Of the yr. 5 cohort in Reading 20 (68%) students demonstrated SEA with 8 (28%) demonstrating high achievement, in writing 15 (52%) demonstrated SEA with 2 (7%) demonstrating high achievement, and in Numeracy 19 (64%) students demonstrated SEA with 3 (10%) demonstrating high achievement.

Pat Testing was undertaken in 2021 for all year 2 – 6 students in the areas of Reading and Maths, a total of 129 students.

Analysis of Pat Reading data showed 100 (78%) students demonstrated SEA, 17 (13%) were below SEA and 12 (9%) students undertook a test at a lower year level due to having a one plan / negotiated education plan.

By year level cohort, in year 3 83% of students were at SEA, 8% below SEA and 8% undertook a test below level, in year 4 78% were at SEA, 19% below SEA and 3% undertook a test below level, in year 5 70% were at SEA, 20% were below SEA and 10% undertook a test below level and in year 6 77% were at SEA, 4% below SEA and 19% undertook a test lower than year level.

Analysis of Pat Maths data showed 104 (80%) students demonstrated SEA, 14 (11%) were below SEA and 12 (9%) students again undertook a test at a lower year level.

By year level cohort, in year 3 80% of students were at SEA, 11% below SEA and 9% undertook a test below level, in year 4 84% were at SEA, 10% below SEA and 6% undertook a test below level, in year 5 80% were at SEA, 10% were below SEA and 10% undertook a test below level and in year 6 74% were at SEA, 11% below SEA and 15% undertook a test lower than year level.

Attendance

Year level	2018	2019	2020	2021
Reception	91.7%	90.2%	88.6%	89.1%
Year 1	90.3%	89.6%	88.1%	90.7%
Year 2	92.0%	91.5%	89.4%	89.3%
Year 3	92.2%	91.9%	90.5%	91.5%
Year 4	93.7%	86.0%	90.7%	91.8%
Year 5	93.1%	91.9%	80.7%	91.0%
Year 6	90.5%	91.0%	86.9%	86.3%
Primary Other	68.2%	72.6%	84.7%	84.2%
Total	91.4%	90.1%	87.9%	89.9%

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

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

Attendance comment

Attendance across the school improved slightly in 2021 to 89.9%, up from 87.9% in 2020. Ongoing COVID concerns and illnesses contributed to ongoing absences with families actively encouraged to keep sick children away from school. The Student Wellbeing Leader, Child Wellbeing Practitioner, Social Worker (Attendance and Engagement), and external support agencies continued to work collaboratively with families of chronic non-attenders.

All unexplained absences are followed up. The importance of attendance is regularly included in newsletter and encouraged through the school attendance policy.

Behaviour support comment

An ongoing focus on Positive Educations, explicitly teaching expected behaviours and an increased awareness and use of trauma informed practices has seen a continued decrease in the number of suspensions (0 for 2021 and 2020) and school

documented behaviours continue to decrease in 2021, apart from a small cohort of new students who found the transition to school challenging.

Students showing inappropriate behaviours for school are supported to learn the required skills to be successful at school.

Expected behaviours are clearly displayed through the school and yard and constantly reinforced. Classrooms incorporate mindfulness

activities, brain breaks, interoception activities, sensory corners and explicitly teach self-regulation techniques.

Parent opinion survey summary

58 parents responded to the 2021 online Parent Opinion Survey, a decrease from the 77 parents who responded in 2020.

The vast majority of parents who responded agreed or highly agreed with the following statements:

- People respect each other at school – 91%
- Teachers and students respect each other at the school – 93%
- I feel like my Child is important to the school – 82%
- I receive enough communication from the school – 93%
- I think that education at school is important to my child's future– 93%
- The school communicates effectively with me – 84%

The parent opinion survey highlighted some areas of potential growth and improvement for Clare primary in 2022 with the following feedback

- 26 parents responded that they would like to help more with their child's learning
- 6 parents responded that they did not have useful discussions with the school about their child's learning
- 9 parents disagreed or didn't agree or disagree that the school communicates effectively with me
- 6 parents disagreed or strongly disagreed that the school provides useful tips on how to help students learn at home.

The Parent Opinion Survey data has been shared with Governing Council and staff and all feedback has been carefully considered when planning for school improvement in 2022 to address concerns raised by parents through the survey.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	3.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	18.5%
U - UNKNOWN	41	75.9%
VI - LEFT SA FOR VIC	1	1.9%

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 employees, Governing Council members, parents volunteering on a regular basis, third party providers, work experience students, practicum teachers and volunteers in the school have current DCI Criminal History Screening checks and have completed Responding to Abuse and Neglect training, either face to face or via online training. The school maintains an up to date register of volunteers and the expiry dates of their current checks and trainings in line with department requirements.

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	22
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	14.1	0.0	7.6
Persons	0	17	0	11

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

Financial statement

Funding Source	Amount
Grants: State	\$2,915,717
Grants: Commonwealth	\$0
Parent Contributions	\$88,273
Fund Raising	\$15,782
Other	\$123,037

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 small groups of students receiving extra support in social and emotional learning, developing social skills, learning strategies to focus on learning and engagement in classes.	Improved engagement in classroom, more time focused on learning progress
	Improved outcomes for students with an additional language or dialect	Nil	Nil
	Inclusive Education Support Program	Funding was used for additional SSO support supporting small group, 1:1 and targeted students supporting learning and social / emotional needs in classrooms and withdrawal situations	Pre and Post data and ongoing growth data was collected showing growth in student
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>Increased SSO support, small group support, targeted intervention and ongoing data collection and student growth tracking to ensure students were receiving the instruction, intervention and support they required to support their learning and social emotional welfare.</p> <p>Student Wellbeing Leader funding supplemented to allow greater release for proactive and reactive programs focusing for small group, students in need and ongoing class programs.</p> <p>Rural and Isolated funding used for accessing visiting performers, school excursions and camps to minimize costs for families</p>	All students requiring intervention and learning support involved in within class and withdrawal intervention programs.
Program funding for all students	Australian Curriculum	Ongoing involvement in Brightpath Writing Moderation program and Primary Maths Association building pedagogy, resources and practices supporting school focus on writing and numeracy	Ongoing moderation of student written work and common approach to numeracy.
Other discretionary funding	Aboriginal languages programs Initiatives	nil	nil
	Better schools funding	Clare Primary continued to employ a Speech Pathologist for 0.4 for 2021 to work throughout the school alongside staff and students in classrooms, improving knowledge, pedagogy and differentiation supporting student learn	All teachers accessed additional support and learning opportunities, refining an
	Specialist school reporting (as required)	Nil	nil
	Improved outcomes for gifted students	Nil	nil

