

2023 annual report to the Community

Clare Primary School

Clare Primary School number: 719

Partnership: Mid North Clare



School principal:

Mark Vincent

Signature

Date of endorsement:

06/02/2024



Government
of South Australia
Department for Education

Context Statement and Highlights

Clare Primary School caters for students from R-6. At the time of this report, the enrolment in 2023 is 247. Clare Primary School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 6% Aboriginal students, 6% students with disabilities, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

2023 was a very positive year for students, families and staff at Clare Primary School. The continued focus on building strong relationships, continuation of the school wide focus on Working Hard and Being Kind, building on the sense of community, strengthening teaching and learning practices and the ongoing focus on improving the school physical facilities all impacted positively in 2023.

The whole school focus on building a positive school culture and wellbeing for learning continued in 2023. All staff focussed on building positive relationships with all students and all classrooms being safe, calm, predictable environments for learning. Staff continued to embed mindfulness, brain breaks, self-regulation spaces and opportunities into daily practice. In 2023 a focus on character strengths, ready to learn scales and What Went Well end of day structures had positive impacts across the school and was reflected in student language, understandings and actions.

The overarching focus of Work Hard and Be Kind continued to impact positively and is understood, expected and actioned by all students consistently

2023 saw a school wide year long focus on implementing Explicit Direction Instruction methodologies into Literacy and Numeracy programs to build strong foundational skills and knowledge in these areas. This focus also increased teachers' opportunities to work and plan collaboratively, implement instructional routines and ensure consistency of practice and learning across all classes. Improvements in Student achievement data and teacher observations of student understanding of their learning reflected the positive impact of this focus. Embedding EDI in Literacy and Numeracy practices will continue in 2024.

In 2023 students were involved in many learning opportunities and experiences inside and outside the classroom. Students experienced excursions to Burra exploring the Historical trail, Bundaleer forest to experience nature play opportunities and local wineries for the Excited for Agriculture program. Camps to Adelaide including the Botanical Gardens, S.A. Museum and an impromptu tour of Parliament House with Premier Malinauskas, The Flinders Ranges where students experience orienteering, bushwalking, nature play and indigenous culture including cooking kangaroo tail traditionally, and the Yr. 6 Adventure camp where our students were joined by year 6 students from other partnership schools to participate in High and Low Ropes courses, initiative activities, the Leap of Faith and the famous Giant Swing.

Students were also involved in events, activities and performances including

- Yoga workshops with Michelle
- Camp Quality Puppet Show
- Scott's BMX Trick show
- Jam Band performance
- Careers week with special guest parent and community presenters.
- School Disco
- Children's University for yr. 2- 6 students
- Bookweek parade through the middle of Clare – always a highlight for students and community
- Sports day – Congratulations Ashton
- Swimming Carnival – Congratulations Pink
- Sapsasa events and carnivals

Our school choir continued to be a highlight for the many students involved. The choir entertained and positively represented our school in the school and wider community. The Choir performed at the Festival of Music, school assemblies and pop-up performances in the wider community. The school also hosted a visit from the Australian Girls' Choir who performed for the whole school, ran workshops for our choir members and performed with our choir members at a wonderful community performance, a highlight for many students involved.

The focus on continual improvement of school facilities saw the upgrading of building 19 with new carpets and painting internally, colourful line marking and activities added to the school hard play areas and the commitment to new playground equipment to be added in 2024.

The issue of Traffic Flow and Parking around the school was highlighted in parent feedback and the school is working with Department for Education Facilities personnel, DPTI and Clare and Gilbert Valley Council to address this long-standing safety issue.

Governing Council Report

2023 has been a positive year for the school. The school year started with a normal start and with no major COVID impact which has been a nice change compared to the past few years.

The school year was very busy and now there is more certainty to plan events etc for students there were a lot of extracurricular activities and events planned. These included students participating in swimming lessons followed by a swimming carnival. A family BBQ was held in early term 1 which was well attended by new and existing families. The Australian Girls' Choir visited the school, performed for the students and worked with the school Choir. Our school choir group performed at the festival of music in Adelaide. Sapsasa was offered to the upper primary students, with a good representation of the students being selected in their chosen sports. Class camps were once again a hit and enjoyed by the attending students. Animals Anonymous performed for the JP classes. We also had the Australian Youth Orchestra and Jam Band visit the school. Along with sports day and class room excursions, the students have been able to enjoy a vast range of experiences outside of the class room environment.

Governing Council has been meeting twice a term and there has been good progress made to make a positive impact on the school. A new rope climb has been ordered and there has been a continuation of keeping up good maintenance of school grounds and facilities. Governing Council has been well represented with some good discussions with regards to the continual improvement of the school, students and their wellbeing. Members, along with sub committees comprising of fund raising, canteen, OSCH and grounds have all worked towards the continual improvement of Clare Primary.

Naplan testing was once again carried out, and although the grading matrix has changed, the results show an upward trend in a majority of the areas that the students completed. This has been very satisfying to see and teachers should be proud of the results that their students have been able to achieve, as without their dedication and hard work this would not be possible. Training days that teachers have attended on pupil free days has also been very valuable to help students to be their best.

The Fundraising committee had a relatively quiet year with only a small group of members; however, they did run the mothers and Father's Day stall's during the year and also ran a raffle at the end of year concert.

OSHC has once again been a service that has been well used. Holiday care is quite often booked to capacity and the before and after school care is also a very valuable asset for both Clare Primary students and students of other schools. OSHC has also co purchased play equipment with the school.

Traffic management, flow and street parking has been on the agenda this year as parent surveys and anecdotal evidence showed that there needs to be some work done with regards to this and namely the use and flow of the kiss and drop zone. Although the progress has been slow, we do have a case number with the facilities department so hopefully this can be escalated and we can get some solid plan in place and implemented that will be agreed upon by all stakeholders.

2023 has been an extremely busy and positive year, with many opportunities for students in both academic and social areas. The students are in a culture of 'Work Hard and Be Kind,' which helps them to work hard and try their best in all they do, respect themselves and others around them so that they can become the best young person that they can be. Although they may not yet understand, these are lifelong values that will help them throughout their lives. I would like to thank Mark and the 2023 Governing council members for all that we have been able to achieve and work towards in the past year, I look forward to what 2024 brings.

Richard Becker.

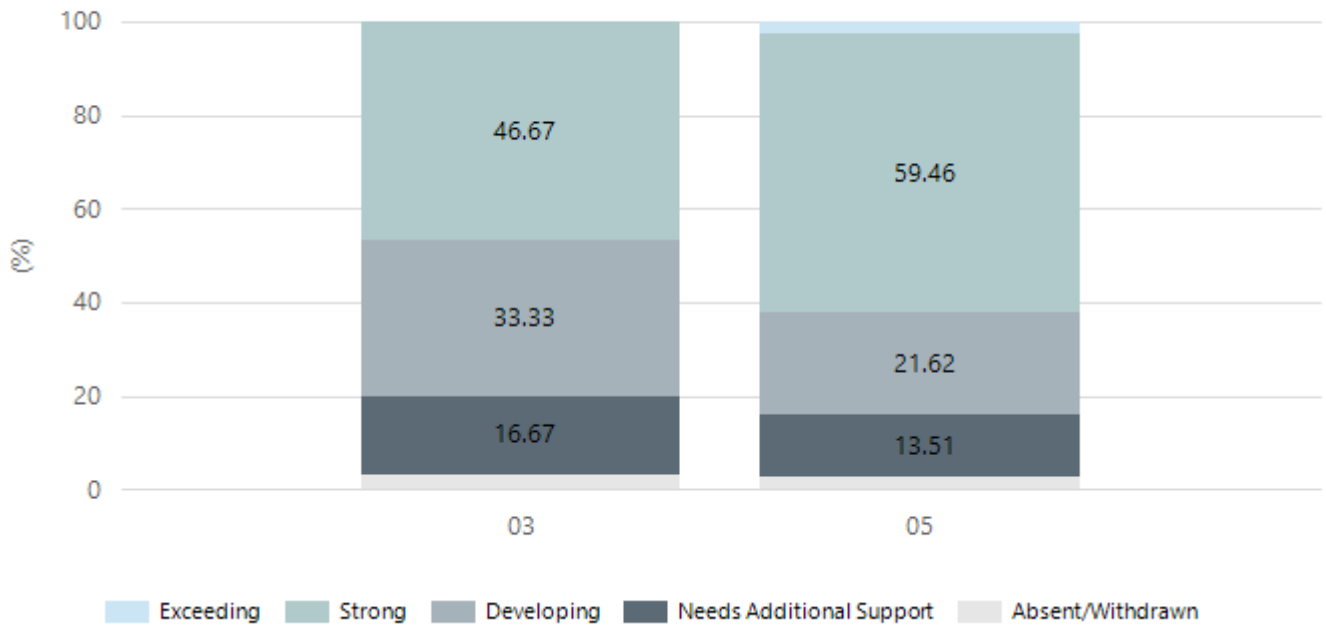
Governing Council Chairperson 2023

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

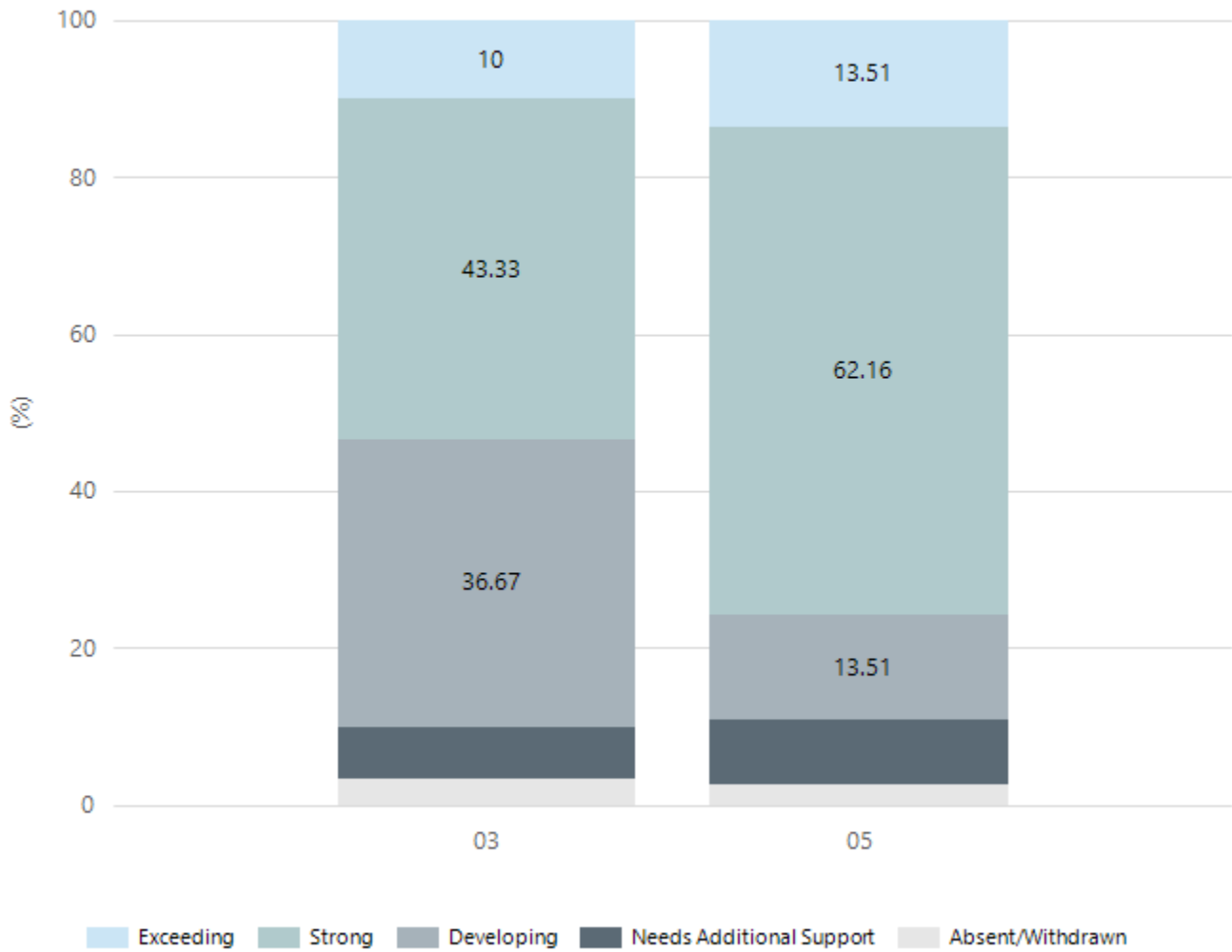
Numeracy



Year Level	03	05
Exceeding		1
Strong	14	22
Developing	10	8
Needs Additional Support	5	5
Absent/Withdrawn	1	1
Total	30	37

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

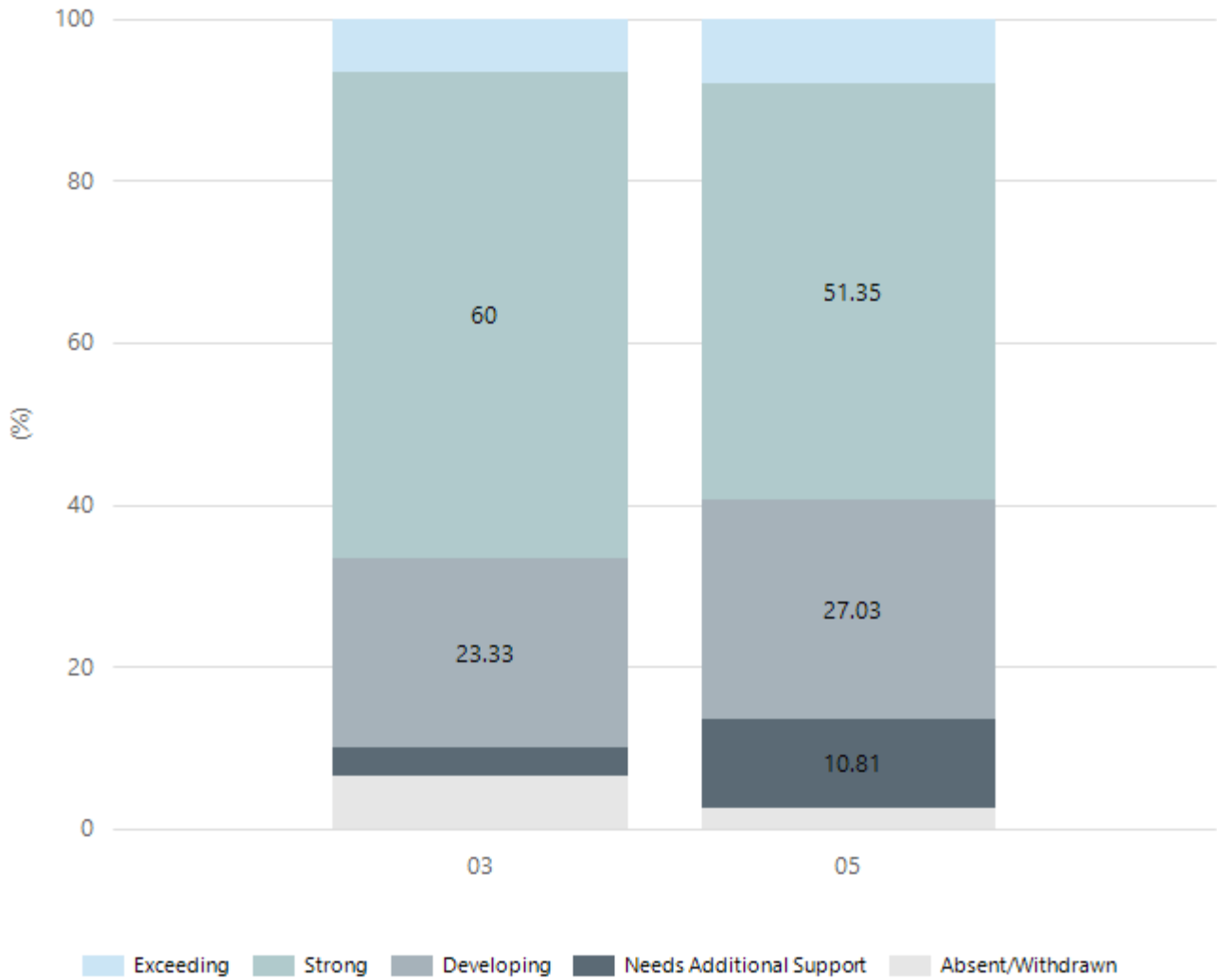
Reading



Year Level	03	05
Exceeding	3	5
Strong	13	23
Developing	11	5
Needs Additional Support	2	3
Absent/Withdrawn	1	1
Total	30	37

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

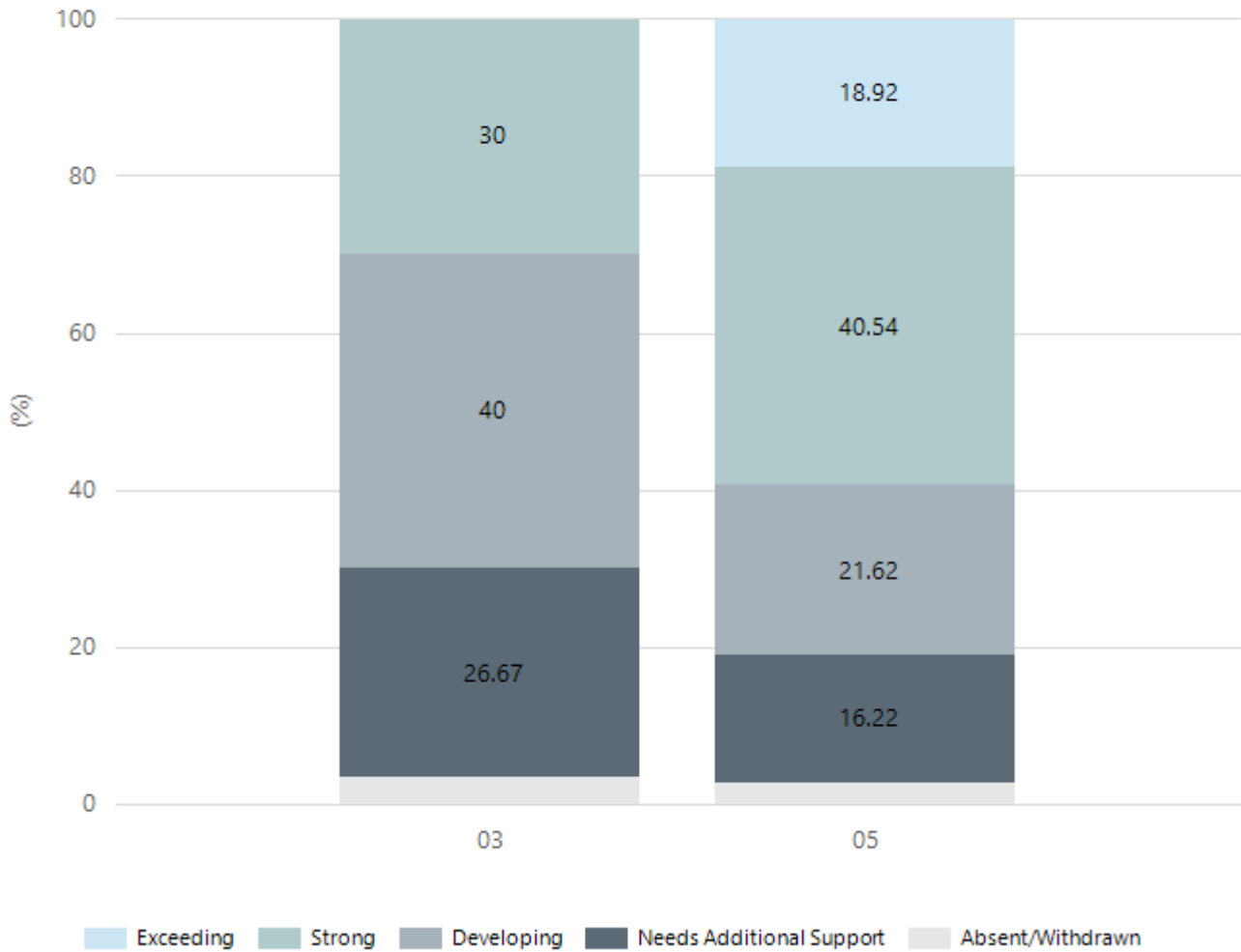
Writing



Year Level	03	05
Exceeding	2	3
Strong	18	19
Developing	7	10
Needs Additional Support	1	4
Absent/Withdrawn	2	1
Total	30	37

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

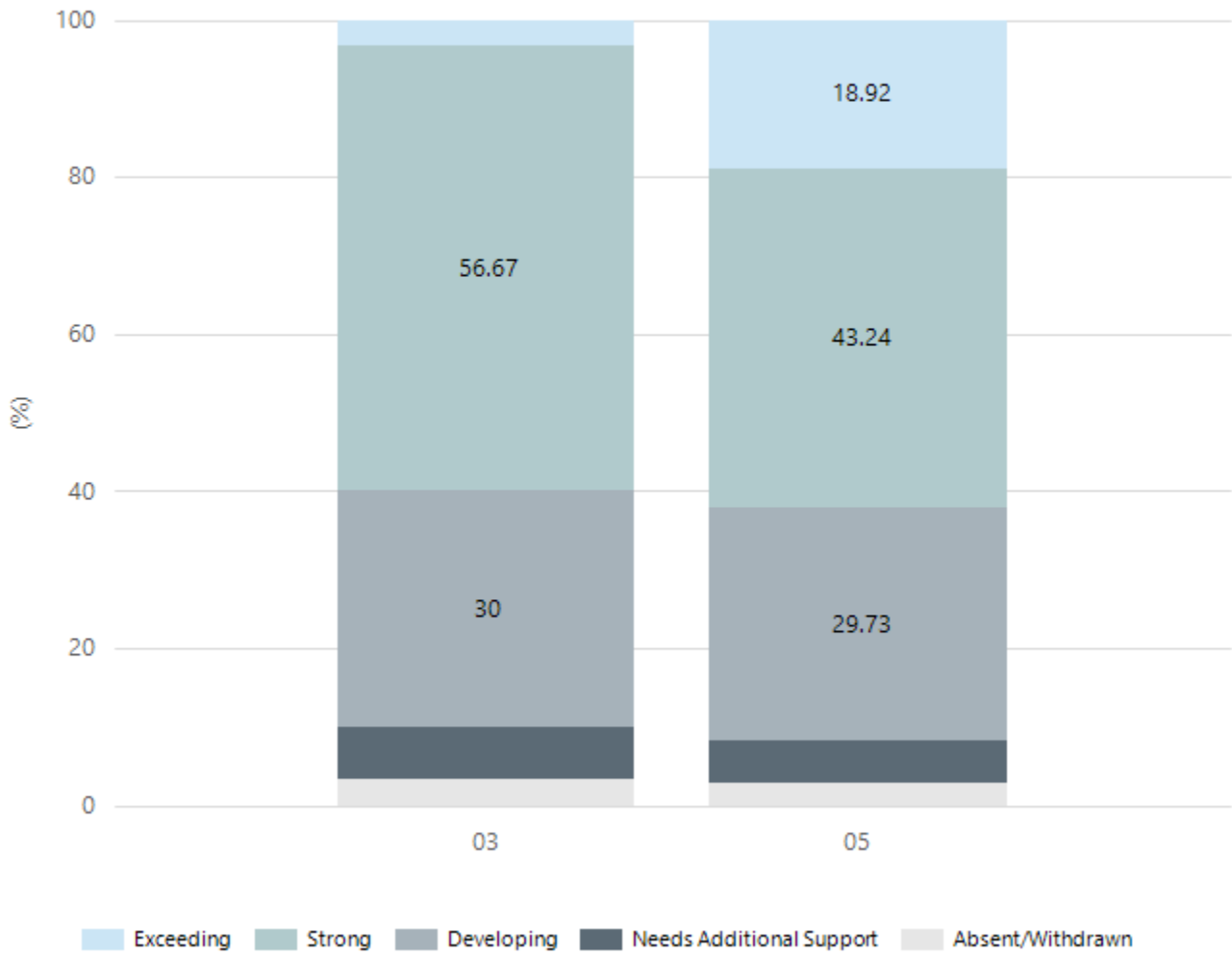
Grammar



Year Level	03	05
Exceeding		7
Strong	9	15
Developing	12	8
Needs Additional Support	8	6
Absent/Withdrawn	1	1
Total	30	37

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling



Year Level	03	05
Exceeding	1	7
Strong	17	16
Developing	9	11
Needs Additional Support	2	2
Absent/Withdrawn	1	1
Total	30	37

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

School Attendance

Year Level	2021	2022	2023
Reception	88.5%	83.7%	87.3%
Year 01	90.1%	85.6%	89.4%
Year 02	89.2%	81.5%	90.2%
Year 03	89.5%	84.3%	88.1%
Year 04	91.4%	83.4%	87.0%
Year 05	90.8%	86.8%	86.4%
Year 06	86.3%	86.3%	89.8%
Year 07			89.9%
Primary Other	83.2%	84.1%	83.3%
Total	88.6%	84.5%	87.9%

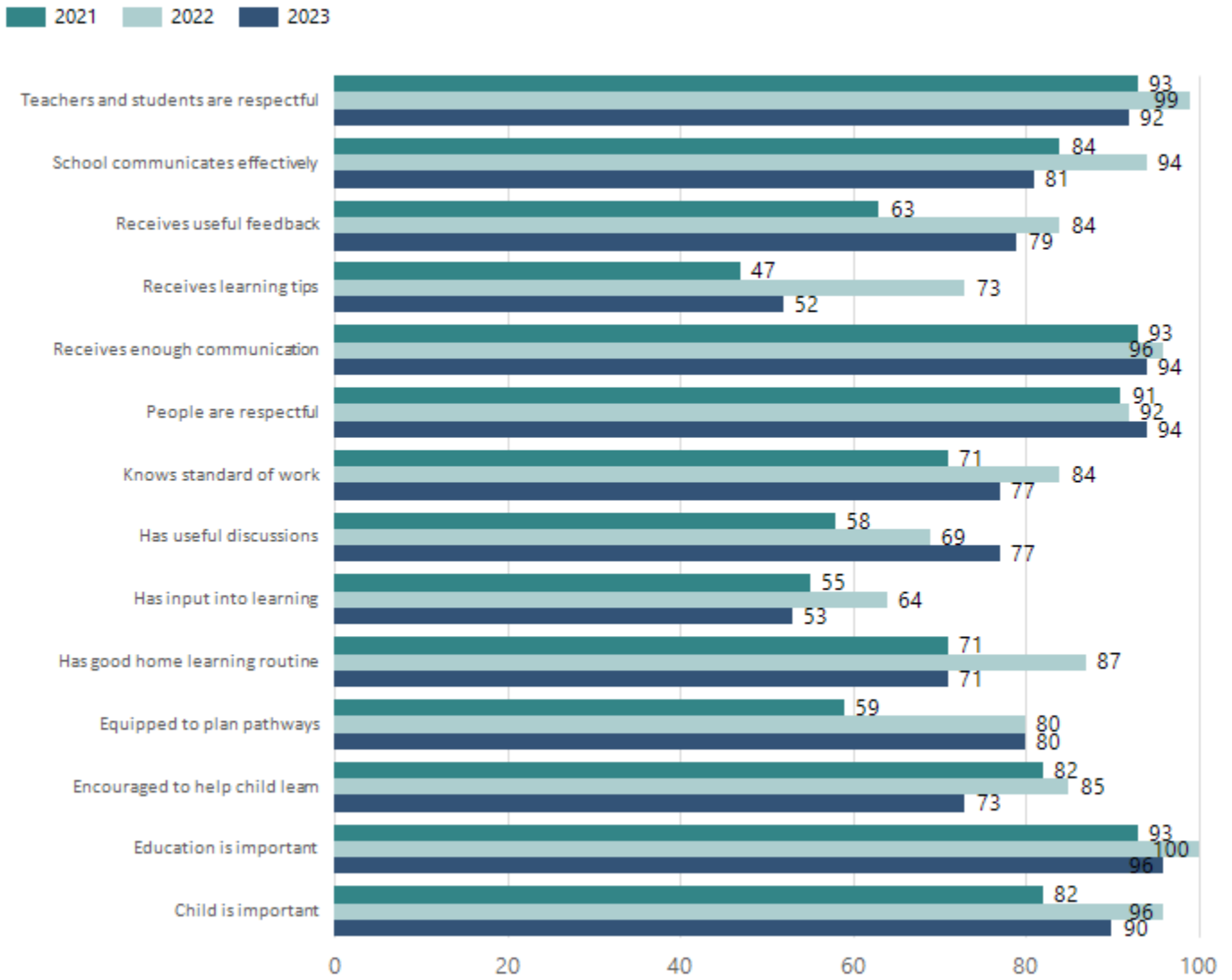
Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	9.0%
OV - LEFT SA FOR OVERSEAS	2	18.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	64.0%
U - UNKNOWN	1	9.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	15
Postgraduate Qualifications	2

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	15.6	0.0	6.8
Persons	0.0	17.0	0.0	10.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$3 000 796
Grants: Commonwealth	\$0
Parent Contributions	\$116 036
Fund Raising	\$5 150
Other	\$14 648

Data Source: School supplied data.