

Auburn Primary School

2020 annual report to the community

Auburn Primary School Number: 425

Partnership Mid North Clare

Mrs Briony Ackland

Mrs Lisa Ziersch

Context and highlights

Auburn Primary is a small school located in the town of Auburn in the Clare and Gilbert Valleys council region of the Mid-North; approximately 110 kilometres north of Adelaide and 25 kilometres south of Clare, the closest regional centre. Auburn is a small town surrounded by broad-acre cropping, lifestyle properties and vineyards supporting local wineries, the main industry in the area. All of Auburn Primary School's students live in the township of Auburn or on surrounding properties.

In 2020, Auburn started the year with an enrolment of 36 students across three classes, R-2, 3-4, 5-7. Sadly, with movement in employment and business, multiple families relocated resulting in an enrolment of 30 by the end of Term 4.

Auburn Primary School's motto, "Global Learning in a Family Setting", is underpinned by a happy and caring student community who recognise and value individual differences. Developing active and informed citizens through a focus on social skills and dispositions in a variety of learning contexts is an important, ongoing priority for the school.

As a proud Stephanie Alexander Kitchen Garden school, integrated learning experiences in the kitchen and garden provide students with a variety of authentic, real world contexts within which to develop and apply their learnings across the curriculum, with a particular focus on literacy and numeracy; and sustainability. This program was the source of many highlights in 2020, in particular, further development of the aquaponics system and outdoor learning space, 'Pepper Tree Patch', through rich STEM learning experiences.

Ongoing development of ICT capability included 1:1 devices, Office 365, and the SwiFT connection enabling quality access and of note, the opportunity to collaborate online with Kangaroo Inn AS Y9/10s to investigate aquaponics.

Despite restrictions of COVID-19, we enjoyed: annual swimming lessons and Year 5-7 Aquatics camp in Barmera; writing workshops with author Stuart Reid, Sporting Schools offerings of Orienteering and Bowls; SAPSASA involvement in a variety of sports; tree planting in partnership with local businesses; re-vegetation of the Butterfly garden; a stall at the Auburn Spring Fete; and interaction with volunteers, in a broad range of kitchen, garden and woodwork projects. Of special mention are newly implemented initiatives including Playcentre library borrowing; beginning work on a creative arts platform in the playground; new retainer wall and pathway connecting the JP; cubby development through student projects; and House Challenges of poetry, trivia and an obstacle course. The school concert and music performances rounded off the year.

Governing council report

2020 has been a roller coaster year! A fresh and very enthusiastic Governing Council formed in March with a mix of experienced and new faces. Thank you to all of you who have made significant contribution to the stability of APS and the community through supportive discussion and informed decision making.

Thankyou to our Principal, Bri, who has given an incredible amount of professional and personal self to this school, always showing strong and informed leadership. Thank you to all staff for their commitment and care towards students' wellbeing and growth, and compassion shown during a difficult year.

COVID-19 caused many changes to our school lives including restrictions or cancellations to classroom entry, excursions, the Canberra camp, volunteering roles, club sport, community events and in the worst case, a school closure. However, there was a lot to be grateful for, especially the slowing down of 'life' for many. Our assemblies were streamed via Zoom enabling extended family to celebrate student achievements where ever they were. How lucky we were to hold an End-of-year Assembly and School Concert face-to-face!

The Parents & Friends group focused on engaging families in the school community. Meetings turned to Zoom, small parent catch-ups were held. A Ladies' Dinner and a Dad's Working Bee were also organised to provide opportunities for families to support each other; to share, talk and relax amongst friends in a COVID-safe way.

The Grounds Committee helped to complete the top flat retaining wall and pathway, and established garden beds to beautify this area.

A special thank you to our incredible volunteers who contributed in many ways, though we missed them for many months. We gratefully thank The Rising Sun Hotel for donating over \$1000 towards our school play equipment.

Governing Council remains committed to exploring the provision of a Kids' Club as we are acutely aware of the changing work demands and the needs of our school families. Thank you to the families, staff and students who support this endeavour.

Our Playcentre is also a fantastic asset that again, connects our extended school community. A big thanks to Cisca Brons for her dedication over the last few years as we welcome Bec Bryksy as the new Coordinator.

The Care Package lovingly created by APS staff at the height of COVID was gratefully received by all families and showed the thoughtfulness a small school embraces.

On behalf of Governing Council I would like to wish our graduating students, school leavers and leaving families best of luck and much happiness for a wonderful future. I hope you all look back on these times at APS with gratitude and fondness.

Lisa Ziersch

Quality improvement planning

2020 saw a renewed energy for site improvement, with some sound progress made in 2019. Maintaining improvement priorities related to high achievement in reading comprehension and writing, the following whole-school actions formed the basis of improvement work:

- explicit teaching of The Big 6 of reading across the curriculum,
- consistent implementation of systematic synthetic phonics routines,
- rigorous assessment and moderation practices using the Brightpath rulers
- targetted feedback that informs improvement (teacher, peer, and self-assessment using the Brightpath rulers)

In addition to these, 'Learning Sprints' continued to assist teachers to target student needs and contextualise evidence-based strategies to maximise results. With evidence suggesting many of these changes to teacher pedagogy were successful in facilitating student improvement, teachers continue to implement these approaches and support each other to integrate them in to their practice for whole-school consistency.

The review of implementation strategies occurred at scheduled staff meetings throughout the year, whereby staff engaged in comprehensive evaluation of progress using a variety of data sources and anecdotal records and observations; and reset actions for the subsequent period of implementation. These included strategies to address needs at individual student, small-group and cohort level with intervention and support programming also adapted accordingly. Teacher collaboration and feedback were also enhanced through classroom observations and integrated performance development processes.

Other focussed professional learning to support improvement in students' learning outcomes included: professional learning in relation to effective learning and task design, feedback strategies, and formative assessment (learning intentions and success criteria); SLLIP support for the explicit teaching of grammar in writing; numeracy project with a focus on teaching, assessment and feedback in the middle primary years; Interception strategies to support self-regulation, in conjunction with Student Support Services.

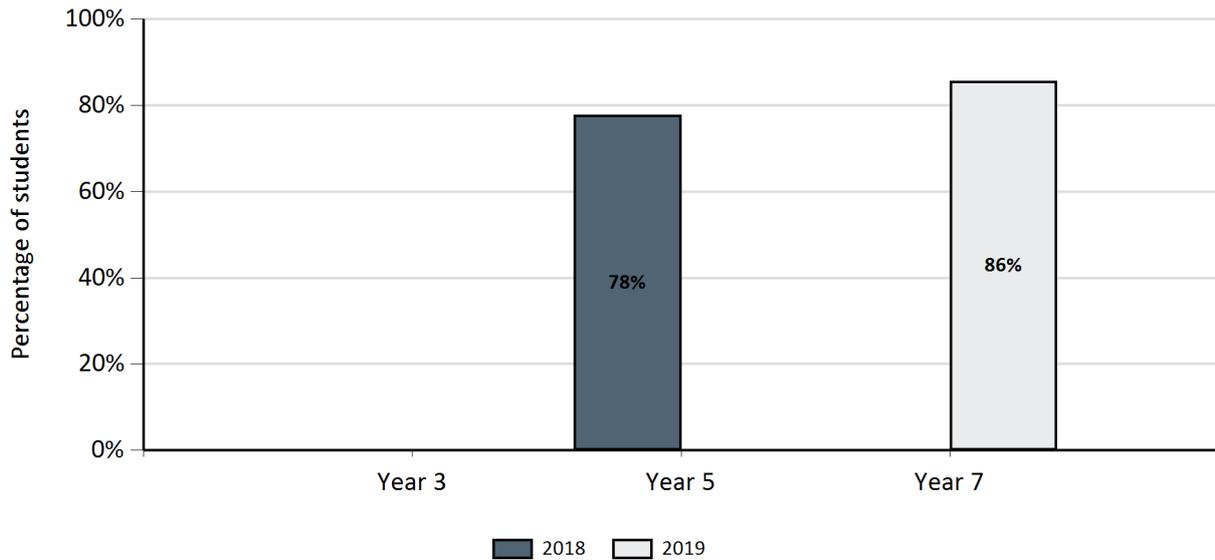
Routine review and evaluation of improvement strategies highlighted the need to dig deeper moving forward. In 2021, the last year of the 3-year improvement plan, actions will hone in even further on the individual student. This requires unwavering commitment to whole-school agreements which have formed the basis of 2019 and 2020 improvement, to ensure the integrity of our Wave 1 strategies and the continued impact of these on all students, across the curriculum. In 2021, we move to develop practices of close tracking and monitoring of individual student progress that informs reading and writing programs, and targets the highly specific student needs for reading and writing improvement.

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

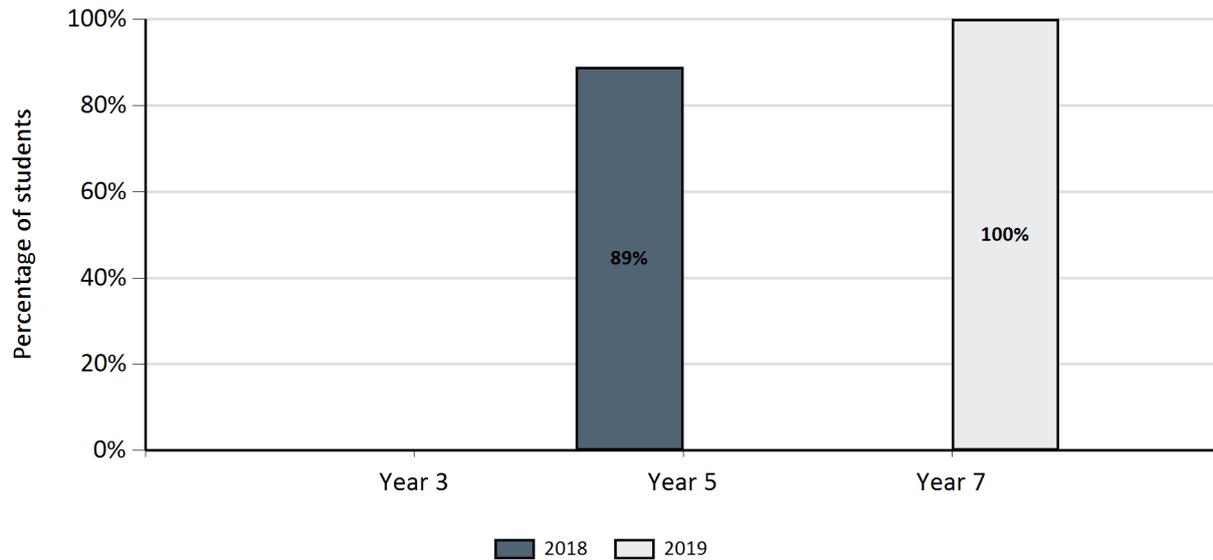


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	*	*	50%
Lower progress group	*	*	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%.

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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	*	*	*	*	*	*
Year 3 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-2019 Average	6.7	6.7	3.3	3.7	50%	55%
Year 7 2019	7	7	3	3	43%	43%
Year 7 2017-2019 Average	*	*	*	*	*	*

*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

Student achievement at Auburn Primary School continues to remain strong. We do however exercise caution as we analyse student data to ensure generalisations based on few students are not made, and that each piece of data is clearly understood in context. This is done routinely at site level utilising all sources across our data collection and analysis schedule, particularly as there is limited information able to be gained from formal reporting due to low enrolments.

A strong systematic synthetic phonics program expanding beyond the Junior Primary (R-2) years supported pleasing results in the development of reading skills. 5/6 Year 1 students achieved 26 or above in the Phonics Screening Check, with 3 of these students making high growth from results in Reception. 1 student not achieving SEA in 2019 demonstrated excellent growth with continued support to satisfactorily meet reading standards in Year 2 this year.

As monitored by Running Records, 83% (5/6) Year 1 students and 67% (2/3) Year 2 students demonstrated expected achievement (or above) against the Standard of Achievement for reading. Several students in Year 1 have already surpassed Year 2 SEA (L21). Targetted intervention up to 5 days a week is provided for students working towards the year level achievement, with a focus on speech and language needs to support phonics and phonological awareness as they learn to read.

In Years 3 - 7, 94% (16/17) students achieved SEA in PAT Reading Comprehension with 35% achieving in HB (55% Y4-7). 6% pertains to 1/16, with achievement just 7 points below the benchmark for this student; due to early identification, targeted intervention supported gains in individual progress. 100% students achieved SEA in PAT Mathematics with 35% also achieving in HB (45% Y4-7). 11/17 achieved higher than standardised expected growth. Strongest results were obtained in probability, algebra and number.

The Brightpath ruler and moderation tools were used across the classrooms with both narrative and persuasive writing. 100% students demonstrated significant growth in the quality of writing beyond the indicative 20 points; again, with particular improvement demonstrated by those students who started from lower initial achievement levels, as seen in previous years. In 2021, actions to address writing improvement goals will specifically look at explicit teaching in small, targeted groups, integrated grammar instruction, and tracking and monitoring individual progress to support continued growth for students of all achievement levels.

No NAPLAN testing was conducted in 2020.

Attendance

Year level	2017	2018	2019	2020
Reception	90.4%	94.7%	96.3%	96.3%
Year 1	92.0%	95.2%	93.3%	98.0%
Year 2	98.0%	94.9%	96.9%	92.3%
Year 3	96.6%	97.3%	94.5%	98.3%
Year 4	92.8%	98.5%	92.8%	94.7%
Year 5	93.6%	89.8%	97.1%	98.3%
Year 6	92.7%	96.2%	93.8%	97.2%
Year 7	88.0%	85.9%	95.9%	88.1%
Total	92.5%	94.0%	94.9%	96.0%

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

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

Attendance comment

Despite nation-wide impacts of COVID-19, attendance at Auburn PS remained high throughout 2020, reflecting community confidence in our school and student engagement with their learning. Annual attendance finished at 96% for the year - the highest for over 10 years. A shared understanding of the importance of attendance to promote full participation and engagement in learning, developed through positive relationships with students and families underpins open, honest and timely communication in relation to non-attendance. Families have been very supportive of communicating prior to student non-attendance, primarily via SMS notification and classroom SeeSaw messaging.

Behaviour support comment

Whole-school consistency of expectations, routines and strategies for SBM continued to improve, supported by a newly developed Wellbeing Agreement implementing trauma-aware strategies across the classes (guided by principles of Berry Street Education Model and Interoception).

In 2020, 1 student required a 'take-home' on a single occasion. The re-entry contract was used on an additional 4 occasions with 2 different students, related to incidents of persistent non-compliance and inappropriate behaviour. The site's Pastoral Care Worker continues to be a valuable resource to assist all students with improved self-regulation.

Work continues in 2021 to redesign the school's 'Relationships' policy to clarify SBM and better align with new Departmental Anti-bullying and harassment and behaviour support policies. This will focus on reinvigorating and drawing the explicit connection to our school FRESH values.

Client opinion summary

In Term 3, 8/9 staff completed The Perspectives Survey; and The Parent Survey was distributed to all parents with 13/21 (62%) families contributing. Responses across stakeholders demonstrated a strong satisfaction with Auburn Primary School.

Staff demonstrated a 98% overall satisfaction to place our school in the top quartile of Department for Education schools with high staff engagement. Yet still, staff collaboratively analysed results to identify areas to further drive engagement. A resultant action plan will prioritise opportunities for shared leadership and collaboration in 2021.

Strongest agreement among parents was in response to 'Teachers and students treat each other with respect' (84%), 'I receive enough communication from the school/The school communicates effectively with me' (77%), and 'I feel like my child is important to the school' (69%). Contrary to this however, 2 (~15%) responses indicated disagreement with these same statements. This warranted investigation, with a follow-up survey to clarify expectations for demonstration of school values (respect) and communication. Pleasingly, 12 detailed responses were received identifying some inconsistency across classrooms. An action plan for 2021 has been devised to rectify this.

We are buoyed by 100% responses indicating 'I talk with my child about what happens at school' and 'My child has good routines around reading, studying and learning at home'. However, there is some indication (15%) that parents would like more help from the school to address their child's needs and strategies to support parents are in the planning phase (such as term Parent Engagement/Information Evenings with a focus on literacy and numeracy at home).

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	21.1%
Transfer to SA Govt School	13	68.4%
Unknown	2	10.5%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All staff, non-DfE service providers and volunteers were compliant with Departmental history screening requirements, with several people completing the new Working With Children (WWC) check. Several DCSI clearances remain valid. Relevant documentation is retained on site and a log of activity maintained to ensure requirements are met in a timely manner.

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	9
Post Graduate Qualifications	2

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 Equivalents	0.0	4.8	0.0	2.2
Persons	0	5	0	4

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

Financial statement

Funding Source	Amount
Grants: State	\$803,549
Grants: Commonwealth	\$4,100
Parent Contributions	\$20,895
Fund Raising	\$0
Other	\$4,633

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	A Pastoral Care Worker was employed for an additional 1 hour a week to support development of student self-regulation skills.	Student awareness of emotions, use of wellbeing strategies, self-control.
	Improved outcomes for students with an additional language or dialect	Not applicable	Not applicable
	Inclusive Education Support Program	IESP Grant and targeted Category 1 funding was directly invested in daily SSO support on a 1:1 basis. Literacy programs were devised by the teacher in conjunction with student support services personnel and SSO.	Significant growth in student speech capabilities and early reading skills.
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>	<ul style="list-style-type: none"> - Off-site educational experiences across the curriculum; and in particular, as a contribution towards travel expenses and ICT tools and infrastructure. - Central funds to support Partnership ACEO role. - Reduced student:teacher ratio for literacy and numeracy blocks. 	<ul style="list-style-type: none"> - Access external programs, particularly for STEM learning. - Implementation of ALALR and programs for development of cultural competence. - Targeted programs.
Program funding for all students	Australian Curriculum	Reduced student:teacher ratio for literacy and numeracy programs, professional learning (LDAM), and to supplement SSO support for early literacy intervention programs (1:1, 1:2, small group).	Improved LD; enhanced literacy and intervention programs; reading improvement.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable.	Not applicable
	Better schools funding	Supplement SSO training and support for early literacy intervention programs, particularly for students not yet diagnosed or able to be supported through IESP funding (1:1, 1:2, small group).	Targeted support; improved student participation, engagement & achievement.
	Specialist school reporting (as required)	Not applicable.	Not applicable
	Improved outcomes for gifted students	Not applicable.	Not applicable