



# Auburn Primary School

## 2022 annual report to the community

Auburn Primary School Number: 425

Partnership: Mid North Clare

Signature

School principal:

Mrs Briony Ackland

Governing council chair:

Mr Scott Williams

Date of endorsement:

28 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Auburn Primary (APS) is a small, Category 6 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. In 2022, APS started the year with 33 students across three classes, R-1, 2-3, 4-6; and ended with 31. The student population included approximately: 31% school card holders, 38% students with disabilities and learning difficulties, no students with English as an Additional Dialect and no Aboriginal students.

At Auburn Primary School, we are driven by a mission to provide 'global learning in a family setting'; to provide a powerful learning environment underpinned by a strong culture of trust and care that supports the development of active and informed citizens as lifelong learners. Learners are supported in a happy and caring setting to thrive – to collaborate, inquire and take risks in learning as they strive to be the best they can be, with value and respect of self, others and community. We are intentional and persistent with our focus on emotional literacy, social skills and dispositions in order to support students' self-awareness, self-regulation and readiness to learn. 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. We are incredibly grateful to have a stable team of educators; teachers and support staff, who are reflective practitioners motivated to work collaboratively to implement effective practice across all facets of school life.

Despite the unsettled start to the year, impacted by COVID, 2022 was a time to enjoy: annual swimming lessons; Sporting Schools offerings of cricket and gymnastics, AFL clinics, SAPSASA and District representation in netball and tennis, and table tennis with community group, ACDC; tree planting and grounds re-vegetation in partnership with local businesses; native propagation; a stall at the Auburn Autumn Fete, incorporating new sustainable products produced entirely by students; and interaction with volunteers in a broad range of kitchen, garden and reading projects.

Of special mention are continued successes with initiatives including Parents in Partnership sessions with a focus on supporting self-regulation and wellbeing in children and families (supported with thanks by a Parents in Education grant of \$3,000); Playcentre library borrowing; playground/Jungle development; House Challenges – loose parts construction, portrait competition, and team games; and participation in the inaugural Partnership Y6 Leadership Camp with neighbouring schools. The number of students participating in individual music (voice or piano) lessons grew to 39% of the student population. And last but not least, we were nominated and awarded runner-up in the SA Landcare Awards for environmental action – small team category; and invited to showcase our work at the Landcare Roadshow held in Watervale in October.

## Governing council report

2022 has seen Auburn Primary School continue to grow in all areas. Enrolments are increasing, facilities are being improved and our students and staff continue to teach and learn in a very positive environment.

We had our first year of OSHC under the management of Watervale Primary School Governing Council. This was recognised as a much-needed service to the community and was one of the school's top priorities to get up and running. We see this as a major draw card to the school and expect it to have a positive impact on enrolments going forward. It is still a work in progress with finer details still to be finalised in conjunction with Watervale. We expect to have most things in place by early 2023 and look forward to seeing it progress.

PlayCentre continues to be a huge success with families travelling from near and far to attend. Again, we recognise the importance of this service and see it as a great stepping stone into future learning (hopefully at APS!). We thank Bec Bryksy for her amazing work with these children and making it such a vibrant and fun atmosphere.

The Parents in Partnership program continued with this year's focus on wellbeing and helping our children learn at home. It gave parents an insight into methods their child's teacher may be using to help align with what they are doing at home. Next year, the focus is on numeracy and literacy.

Facilities wise, we saw several projects completed. We also planned for future developments to give the school a clear direction going forward. The planning mostly focusing on the playground and it's connection to the nature space in the southeast corner of the school. Some of the projects completed included:

- \*Demolition and removal of old garden shed.
  - \*Extension of existing shed on St Vincent Street.
  - \*Revegetation around new play surface and on St Vincent Street.
  - \*New values signs on Port Rd. funded by a successful Student-led bullying prevention initiative grant of \$4,200.
  - \*New scoreboard and seating installed at the court.
  - \*Library refurbishment
  - \*Kitchen repairs due to water damage, hoping to be completed early 2023.
- This progress enables us to look to future projects, such as:
- \*Lawn and irrigation near playground
  - \*Outdoor stage, also near playground
  - \*Nest swing installation, partially funded by donations from Rising Sun Hotel.
  - \*New lunch shed/shelter
  - \*Toilet Block upgrade

We thank the staff for their continued commitment to our students. Teachers, Sue Prince, Kasey Jenner and Kiara Rusca do a fantastic job and we are lucky to have them. We warmly welcome Kylie Smith next year. We also recognise the work put in by our SSO's, Cassy Griffiths and Bec Bryksy, and are excited with the addition of Brooklyn Allen for the 2023 school year. Thanks also to Groundskeeper, Ian Prince; Sally Holmes in the kitchen (SAKG program); Jared Murray for his work in the garden (SAKG program); our Pastoral Care Worker, Lauren; and volunteers, Dot Neumann, Paul McCormack and Kathy Alty. Finally, thanks to Bri Ackland for her leadership at the school. Together, this multi-talented group of individuals are one of the main reasons our school is enjoying the success and growth we are seeing.

Unfortunately, we farewell Sue and Ian Prince, and also Sally Holmes at the end of 2022. Sue has given nearly 40 years of her life to teaching at Auburn Primary School and is a much valued member of not just the school but the wider Auburn Community. She will be sorely missed but we wish her and Ian all the best for the future!

We look forward to the continued growth of our school and the challenges ahead!

Scott Williams  
Chairperson  
APS Governing Council

# Quality improvement planning

2022 saw the development of the next iteration of our 3-year Site Improvement Plan, building on the successes of the 2019-2021 SIP to further enhance growth in student's reading and writing achievement. Priority actions in 2022 focussed on: explicit instruction using quality mentor texts to build vocabulary and both literal and implied comprehension; and strategies for explicit instruction and feedback to improve the quality of written texts. While most identified actions were implemented, a key writing action to build knowledge and skills to support the teaching of grammar in context was impeded by the cancellation of LEAP training due to COVID, and an inability to reschedule due to other school commitments.

Nevertheless, there are a plethora of indicators providing evidence for impact on student outcomes, and both individual, cohort and whole-school improvements in reading and writing despite not meeting all identified targets. In reading, 2 of 3 targets were exceeded, with only a slight underperformance in the Y1 Phonics Screening Check. We are buoyed however by the early indicators at Reception level, showing 67% of students in that cohort are on track or already above the Y1 standard required in this check. In writing, we were thrilled with 100% achievement above National Minimum Standard in NAPLAN, and the target met for High Band achievement. As a result of points achieved for individual criteria falling below our targets, strategies in 2023 will focus heavily on developing skills in these areas to improve learning outcomes; with enthusiasm for achieving new targets off the back of student achievement against the Brightpath writing scales well exceeding average expected growth as a result of a focus on the areas we are targeting - vocabulary and sentence structure. We will continue to employ Brightpath assessment tools, with cohort effect sizes on all text types well exceeding the 0.4 benchmark for 12 months' growth.

In 2022, professional learning to support improvement in students' learning outcomes included: text mapping and genre-specific instruction; using quality mentor texts for explicit instruction in vocabulary and impactful sentence structure; targeting feedback for improvement and developing effective learning design to build content prior to writing; learning design (deconstruction of DfE Units of Work, for example); and whilst not a direct SIP action, continued learning in the area of emotional literacy and self-regulation strategies has further supported student participation, engagement and achievement in learning through the development of improved readiness to learn.

As per previous years, 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 in relation to SIP actions were also gained through classroom observations and integrated performance development processes.

With positive process and usability evidence, and impact evidence pertaining to both SIP success criteria and target measures suggesting changes to structures, processes and teacher pedagogy were successful in facilitating improvement in student achievement, teachers continue to implement these approaches and support each other to integrate them in to their practice for whole-school consistency. A challenge moving forward, will be to ensure consistency and rigour of implementation as new staff join our team.

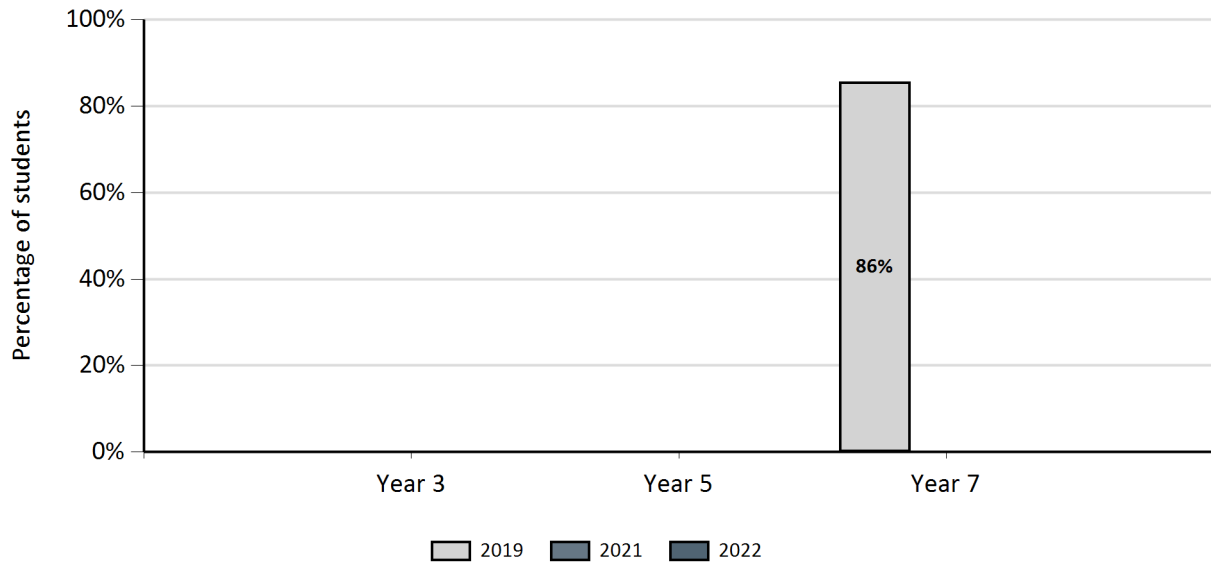
In planning for the 2023 year's actions, ongoing review and evaluation findings indicate persistence with key priority areas of reading and writing yet with a slight shift of focus driven by recommendations of the site's External School Review conducted in September. A key and common action across both priority areas of reading and writing will involve student conferencing, whereby "teachers and students use a range of individual achievement data to set, review and renew their learning goals", and the intentional incorporation of high-impact teaching strategies "that improve teacher effectiveness and positively impact on student learning outcomes." These strategies will require more targeted and explicit success criteria to guide evaluation and assess impact which has been a challenging, yet welcomed improvement to our SIP planning.

# 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

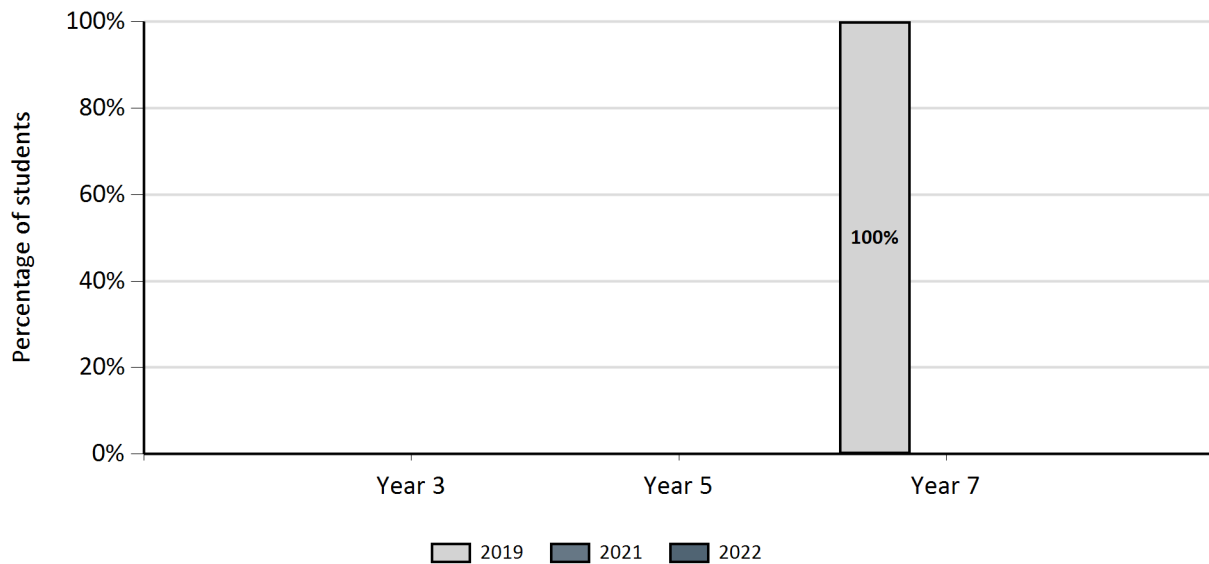


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>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 2022: Quality Teaching

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

Despite not having current Aboriginal Learner enrolments again in 2022, Auburn Primary School continued to demonstrate their commitment to inclusivity and cultural competency, and high expectations for all learners, through a partnership-directed program for implementation of the ALALR. In 2022, whole-school actions continued to build on 2021 progress on Key Element 3: Assuring consistent, high quality classroom practice.

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

Not Applicable

## School performance comment

A strong systematic synthetic phonics program amplified across the year levels continues to support exceptional results in reading. 75% Y1 students achieved benchmark (28/40) or above in the Phonics Screening Check. Receptions also accessed the Check as a diagnostic tool with 4/6 students achieving, or within a few words of the Y1 benchmark, showing promising development for next year's achievement. As monitored by Running Records, 100% Y1 and Y2 students demonstrated expected year level achievement (or above) against the Standard of Education Achievement (SEA) for reading; with 75% Y1 students already surpassing Y2 SEA. Furthermore, in 2022, APS was proudly involved in the trial of the DIBELS Y2 Oral Reading Fluency (ORF) assessment tool alongside Running Record data to enhance our tracking and monitoring of reading skills. This has provided vital information to support identification of student's reading needs through assessment of reading fluency and accuracy, with results informing both whole-class and small group reading programs. Utilising fluency data as an indicator for strategic intervention, we are able to provide early and targeted support around phonological awareness and phonics to enhance decoding skills and continue progress towards achievement standards for identified students who may be at risk without support (3/14). Pleasingly, all other students demonstrated exceptional accuracy and fluency measures for their year level.

100% Y3-6 students achieved above SEA in PAT-Maths. When compared to 2021 results, 79% students demonstrated growth in scale score, with 64% achieving above expected growth points between tests. Analysis indicates some improvement was again gained in area of measurement and number (including algebra) across the year levels. 93% Y3-6 students gained above SEA in PAT-Reading. 93% demonstrated growth in scale score, with 64% achieving above expected growth points between tests. It is worth noting this represents a near 20% improvement in students achieving such growth; and in particular, it must also be celebrated that despite not meeting SEA due to testing on a level below year level standard, the 7% experienced growth points from the prior test of more than 5 times what is ordinarily expected/observed! Analysis again reveals high error in interpreting text by making inference, but also some explicitly stated information, which has guided site improvement planning around vocabulary development and targeted comprehension skills.

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in achievement graphs, if represented at all. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year; however, it is with great pride that we celebrate:

\* 100% of Y3 and 5 students achieved above National Minimum Standard (NMS) in all tested areas of NAPLAN – reading, writing, spelling, grammar and punctuation, and numeracy.

\* Y3 and 5 students achieved above the Department for Education's SEA in Maths (90%), Reading (89%), Writing (100%), Spelling (89%) and Punctuation and Grammar (89%).

\* High Band (upper 2 bands) achievement results: Numeracy - 20% (stable); Reading - 45%; Writing - 33% (near 2-fold increase from 2021). Yet, 56% students gained HB achievement in grammar and punctuation, and 45% spelling. Criteria analysis indicates we could improve in areas of paragraphing, sentence structure and vocabulary which is reflected in 2023 SIP actions.

Employing the Brightpath assessment tools and feedback with rigour and consistency for writing improvement, results provide strong evidence of growth in genre-specific writing across all year levels, with some cohort effect sizes well in excess of the desired 0.4 over a 12-month period.

# Attendance

Year level	2019	2020	2021	2022
Reception	96.3%	96.3%	94.2%	87.1%
Year 1	93.3%	98.0%	93.2%	91.5%
Year 2	96.9%	92.3%	91.4%	88.0%
Year 3	94.5%	98.3%	98.0%	90.4%
Year 4	92.8%	94.7%	93.8%	91.8%
Year 5	97.1%	98.3%	90.6%	87.3%
Year 6	93.8%	97.2%	93.5%	97.0%
Year 7	95.9%	88.1%	90.8%	N/A
Total	94.9%	96.0%	93.4%	89.3%

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

## Attendance comment

Auburn Primary School continues to be well attended, with overall attendance for 2022 finishing at 94.1% (10.6% increase on 2021). Most absences were accounted for by Illness (3% without certificate; 1.1% with certificate). Subsequently, only 0.5% of non-attendance was unexplained circumstances.

Positive attendance rates at APS reflect community confidence in our school and student engagement with their learning. A shared understanding of the importance of attendance to promote full participation and engagement, developed through positive relationships with students and families underpins honest and timely communication in relation to attendance.

## Behaviour support comment

The trend over the past few years continues with few incidents requiring beyond classroom management, attributable to a strong and consistent student behaviour management policy and procedure; and underpinned by trauma-aware practice and environments implemented across all classrooms and with all staff including support and administration staff.

A 're-entry' contract was enacted on 2 occasions (1 student) for persistent non-compliance and disruption in class; however, physical violence displayed in previous years was not evident and consequently, the year was without incident requiring 'take-home'.

In 2022, whole-school and Parents in Partnership project work with the Department for Education's Self-regulation team and Occupational Therapist further enhanced the behaviour management routines with pleasing impact.



# Parent opinion survey summary

As is the practice, email invitations to participate in the Parent Engagement Survey were sent directly to families with a 90% response rate (up from 72% in 2021). Responses were overwhelmingly positive with some very kind and supportive comments – “Great school. Really happy with the teaching standard and overall wellbeing of my child at the school.”, “Teachers go over and above to make it such a good school.”, “I’m impressed with how much (my child) has learned academically and grown emotionally – we are so happy that we chose to be a part of this community.”, “This school has helped my children progress and learn with their one-on-one with kids.”, and “We get lots of info and updates by SeeSaw which is great.”

We were grateful also for feedback alerting us to possible areas for improvement, receiving some negative hesitance to the receipt of useful feedback (6%) and learning tips (12%). Families were also open and honest to recognise the need for improved home learning routines (29%), and upskilling to feel equipped to plan pathways for their child (7%).

In follow-up to the survey, it was discovered that many parents do not always know or are confident with what standard of work the school/system expects and therefore comparatively how their child is tracking; and what can be done to support them to move forward with their learning achievement. Sometimes, this was despite the sharing of student work samples and comments for areas of growth; and targeted homework tasks. It was acknowledged that face-to-face interviews were best for communicating this clearly.

Staff have considered the responses and comments, and suggest that sometimes, feedback provided to the child is not well communicated either by the child at home, or clearly (for parents) on work samples provided on SeeSaw or in work books. In line with SIP priority actions, the addition of student conferences aims to clarify the key areas of need and strategies for improvement for each child, and strategies for communicating this clearly and in an ongoing manner with home is under development for 2023. Additionally, this feedback has informed the 2023 Parents in Partnership program, where we aim to provide clarification around the systems A-E achievement scale, and key literacy and numeracy strategies that can be used at home to support their child’s learning achievement.

Our actions in 2022 in response to the 2021 survey again focussed on communication and respect. Site strategies to develop consistency in the area of communication and clarification of value and actions with a weekly targeted focus seem to have been well-received and are proving effective.

## Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Clear and ongoing communication with staff enables all mandatory requirements for working with children to be updated as required. All staff, contractors and volunteers hold a current working with children check. A clear log is maintained to enable accurate tracking and monitoring in order to alert us to upcoming compliance requirements. In 2023, the school will offer the opportunity for all parents and community members to participate in RHHAN-EC training for volunteers to support greater involvement in this capacity.

# 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	8
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	3.8	0.0	2.1
Persons	0	4	0	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$669,611
Grants: Commonwealth	\$3,600
Parent Contributions	\$9,898
Fund Raising	\$1,548
Other	\$6,272

Data Source: Education Department School Administration System (EDSAS).

## 2022 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 2022 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 the granted 10 hours a week to support development of student self-regulation skills and to provide a targeted counselling service for students and families.	Student awareness of emotions, use of wellbeing strategies, co- and self-regulation, and improved peer and teacher relationships supporting engagement and participation in learning experiences.
	Improved outcomes for students with an additional language or dialect	Not applicable.	Not applicable.
	Inclusive Education Support Program	IESP Grant and Category 1 funding was directly invested in daily SSO support on a 1:1 basis, primarily for speech and language intervention. Literacy programs were devised by the teacher in conjunction with Student Support Services personnel and SSOs. Despite 12 students diagnostically requiring intensive support beyond that which can be provided in class (QDTP), IESP grant funds only supported 3 students for 1 hour a week (4 x 15-minute sessions).	Improved speech and language skills, development of phonological awareness and early reading skills. Greater stamina for time on task and participation in learning experiences.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>1. Rural and isolated: to support off-site educational experiences across the curriculum; and in particular, as a contribution towards travel expenses for swimming lessons and music performances in 2022.</p> <p>2. Aboriginal students: no funding received; not applicable.</p> <p>3. Numeracy and literacy: to reduce student:teacher ratio for literacy and numeracy blocks; implement targeted, differentiated writing groups as a key SIP action; and provide additional funding for speech and language intervention beyond that which IESP grant affords.</p>	<p>- Access to external programs, camps and excursions; reduced cost to families.</p> <p>- Development of targeted programs and individualised, intensive programs able to be delivered 1:1; leading to improved speech, language and early literacy skills, writing quality, and fluency of number recall and numeracy learning confidence.</p>
Program funding for all students	Australian Curriculum	Reduced student:teacher ratio for literacy and numeracy programs, professional learning (LDAM/Units of Work and curriculum planning in multi-year level classes, numeracy teaching, Brightpath workshops, Arts/music professional learning), and to supplement SSO support for early literacy intervention programs (1:1, 1:2, small group).	Development of targeted literacy and numeracy programs with high-level differentiation and valid assessment strategies, resulting in notable improvement in mathematical mindsets, early reading skills and quality writing across genres. Whole-school curriculum mapping. Enhanced teacher capacity for accurate judgement of student achievement.
	Aboriginal languages programs Initiatives	Not applicable.	Not applicable.

Other discretionary funding	Better schools funding	Supplement SSO training, release 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).	Highly individualized support programs; improved student participation, engagement and achievement.
	Specialist school reporting (as required)	Not applicable.	Not applicable.
	Improved outcomes for gifted students	Not applicable.	Not applicable.