



Pennington School R-7

2020 annual report to the community

Pennington School R-7 Number: 337

Partnership: Inner West

Signature

School principal:

Ms Georgina Grinsted

Governing council chair:

Ms Belinda Sassi

Date of endorsement:

1 March 2021



Government
of South Australia
Department for Education

Context and highlights

Pennington School R-7 is located 13km west of the Adelaide CBD and was established in 2015 with amalgamation of Pennington Junior Primary and Pennington Primary Schools onto the Butler Ave site.

The school is a Category 2 Index of Disadvantage site and an Index of Community Socio-Economic Advantage (ICSEA) of 955 (average value = 1000) with an enrolment of 321 students - 257 in our mainstream program and 64 in our Intensive English Language Centre.

In 2020 the school structure was 11 mainstream classes comprising 5 Junior Primary and 6 Primary classes with an average of 5 classes across the year in IELC. 11% of students are identified as Students with Disabilities, 59% of students are identified as having a Language Background Other Than English, 63% are eligible for assistance with their education via government School Card and approximately 16% of students are of Aboriginal descent.

The composition of the student population at Pennington School R-7 is complex with a high levels of socio-economic disadvantage, single parent families and a highly transient population. A significant and growing number of students require Literacy and /or Numeracy support and an increasing number of students begin school with little or no formal language concepts due to non- attendance at Preschool.

We have a significant representation of cultures (52 at last count) and in 2020, 79% of our students came from Non-English Speaking backgrounds.

In 2020 we continued with the implementation our Site Improvement Plan that focused on two Challenges of Practice:

WRITING:

We will explicitly teach writing as part of a teaching and learning cycle, which includes, learning intentions, success criteria, formative assessment, differentiation and 'timely' feedback to students and intentionally design tasks that reflect the application of knowledge from How Language Works.

READING:

We will implement a consistent approach to the explicit teaching of reading evidenced by research from the Simple View of Reading and the Big 6.

As a result of our extensive work using Professional Learning Teams to collaboratively challenge and improve teacher practice and to develop their understanding of Scarborough's Rope and its importance in the effective teaching of reading, we were selected by the Learning Improvement Division to create a video of our progress as a model of excellent practice. This acknowledgement of teacher's improved knowledge and understanding and improved outcome for students was a highlight of 2020.

Governing council report

In 2020 the School Council again struggled to attract community support and membership. However, with 3 members from 2019 continuing and 1 new member added, these 4 members of the school community committed to form a council at the Annual General Meeting held on Tuesday 3rd March 2020.

Throughout 2020 the School Council were briefed and consulted, at all stages, of the impact of COVID-19 on day to day operations of the school. This was especially important as our site was closed for two days for deep cleaning at the end of Term 1 due to a contaminated person having been on site.

This year we have seen the completion of an extensive building and redevelopment program that has been ongoing for the last four years. This redevelopment has totally transformed the school into a bright, vibrant 21st Century learning environment.

Council have also focused on re-establishing a canteen service for the school community and the development of site priorities for the 2019-2021 Site Improvement Plan with the budget recommendations to support the plan,

In closing, I would like to say a big thank you to the small number of Governing Council members for their continuous, outstanding support throughout the year. I do and have always believed that the continuous unselfish support and dedication from teaching staff and parents is what has made Pennington School R-7 an exceptional school for our children to attend. I believe that each person's contribution as part of the council, no matter how small, makes our school a better place for students and their families.

Georgina Grinsted
Principal
Pennington School R-7
on behalf of the School Council

Quality improvement planning

In 2020 we continued to implement our Site Improvement Plan 2019 -2021 with our continued shared commitment to improving all students' reading and writing achievement, Reception to Year 7.

While we have identified a Challenge of Practice in both Writing and Reading in our Site Improvement Plan 2019 -2021, in 2020 we moved on from the work we had done in 2019 in the area of Writing and we shifted our focus to improvement in Reading.

We did this by developing all teachers' and leaders' understanding of the Simple View of Reading, in particular Scarborough's Rope and the implications for teacher practice given our new insights and understandings.

All training and development focused on building teacher skills and understanding of the Word Recognition components of the rope and developing explicit teaching strategies to support the transference of this new understanding into daily classroom practices.

Professional Learning Teams, which undertook Teaching and Learning Sprints, every 5 weeks, utilized this collegiate support to transform teacher practices to better address students' needs. This was a key factor in our success as indicated during our Self Review process and our school's involvement in the production of a video highlighting effective practices in improving Literacy.

Despite the uncertainty and disruption caused by the COVID -19 outbreak, we have been able to maintain our focus, implement our action plans and achieve the strategic intent of our Site Improvement Plan in 2020.

OUTCOMES

- Further embedded the Read Write Inc. synthetic phonics program R-2 that builds children's orthographic map, which is aligned to how children learn how to read words, and supports the goal of developing fluency in reading.
- All R-2 students are assessed prior to commencing the Read, Write Inc. program to establish base line data, using RWI Diagnostic assessment tool.
- Introduced Fresh Start as an intervention support for Primary students Years 3-7. This builds student's letter - sound knowledge and strengthens their understanding of both the Word Recognition and Language Comprehension components of Scarborough's Rope.
- Introduced and implemented a Vocabulary Instructional Routine consistently across all Year levels Reception to Year 7 as a process for developing Tier 2 and 3 vocabulary to support Reading Comprehension and improve Writing.
- Incorporated morphology as a word knowledge strategy to further build students' vocabulary Years 1-7.
- Built teacher knowledge and understanding of the Word Recognition element of Scarborough's Rope and changed our school practice to only sending home decodable texts for children who are learning to read, to help develop their fluency. We also began building teacher's understanding of Language Comprehension elements of the rope.
- Provided ongoing professional development / mentoring for all staff in the Science of Reading.
- Began developing teacher's knowledge and understanding of Reading Comprehension as a set of language and cognitive processes which reader's orchestrate to make meaning from a text rather than as a final product to be assessed.

Improvement: Aboriginal learners

During 2020 our average Aboriginal enrolment was 52. While most of our Aboriginal students have been at our school consistently throughout their schooling, many of our Aboriginal family's frequently traverse between the APY Lands and the city making ongoing tracking and monitoring of their progress more difficult..

Our data sets for our Aboriginal students in both Pat-R and Pat Maths had fewer than 20 students eligible to sit the test, at each year level, therefore small changes in the number of our student improvement planning outcomes can cause large changes in the percentages shown in previous data sets. This makes it more difficult to use these percentages to show reliable conclusions about changes in performance from year to year.

Achievement data for 2020 showed:

In Mathematics - 19 students in total Year 2 to Year 7 sat the test and 12 students achieved the Scale Score for their year level – 63%

In Reading – 19 students in total Year 2 to Year 7 sat the test and 8 students achieved Scale Score for their year level – 42%

Growth data from 2019 -2020 showed:

In Mathematics – 10 students could be tracked from 2019 to 2020 and 9 of these students made growth in their Scale Score – 90%

In Reading – 10 students could be tracked from 2019 to 2020 and 7 of these students made growth in their Scale Score – 70%

Throughout 2020 our school's improvement focus has been on the first 3 key elements of the Aboriginal Learner Achievement Resource

Key Element 1 - Data-informed planning

Key Element 2 -Tracking and monitoring growth and achievement

Key Element 3 - Assuring consistent, high-quality classroom practice

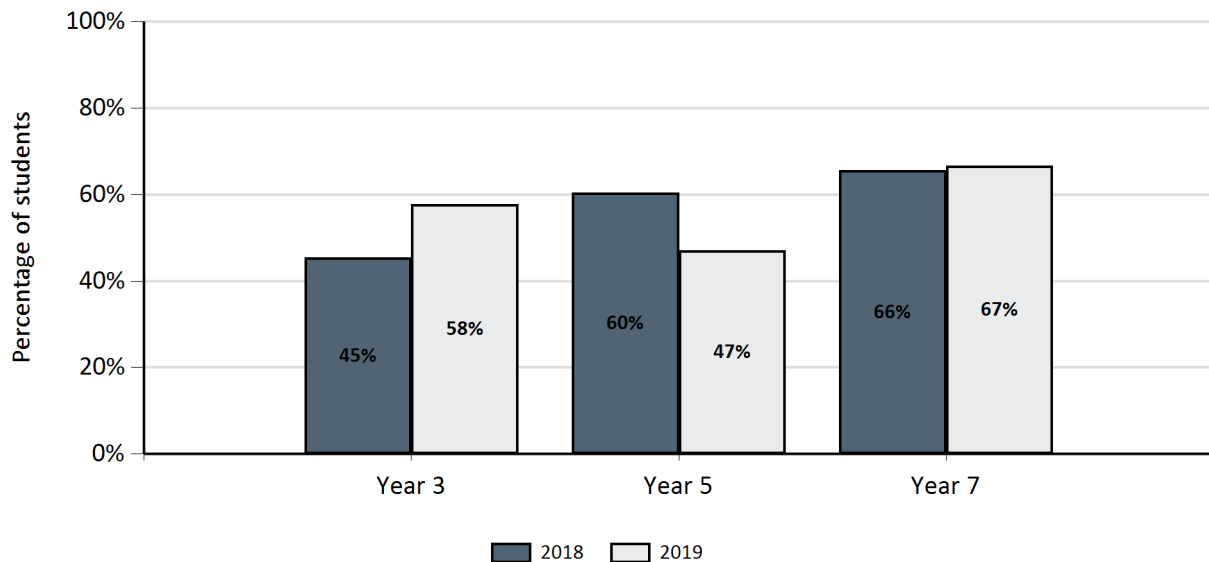
Our improvement focus has been on building teacher knowledge and changing teacher practices to improve teaching and learning for all students. As such improvement targets and strategies for Aboriginal Learners are now identified in our Site Improvement Plan

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

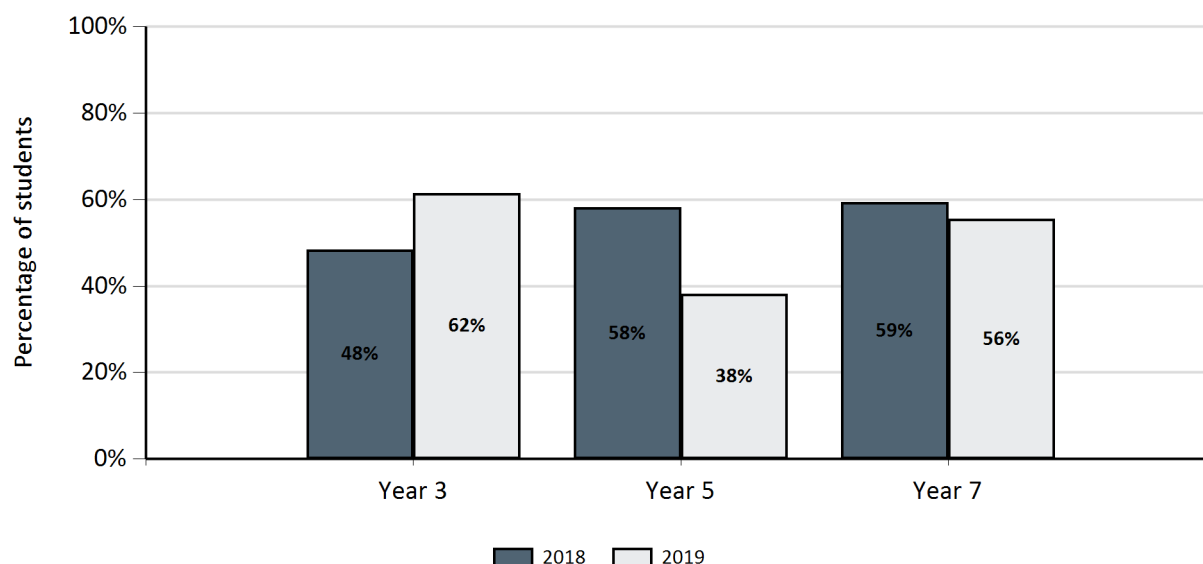


*NOTE: No NAPLAN testing was conducted in 2020.

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.

*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 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	*	33%	25%
Middle progress group	52%	50%	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	47%	50%	50%
Lower progress group	32%	*	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%.

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	26	26	5	7	19%	27%
Year 3 2017-2019 Average	29.7	29.7	5.3	4.0	18%	13%
Year 5 2019	34	34	6	2	18%	6%
Year 5 2017-2019 Average	33.3	33.3	6.0	2.0	18%	6%
Year 7 2019	27	27	5	1	19%	4%
Year 7 2017-2019 Average	31.3	31.3	5.7	2.3	18%	7%

*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

Due to an absence of new data sets for NAPLAN in 2020, due to COVID-19, Pat-R and Pat Maths data sets have been provided.

SUMMARY OF THE PAT READING PERCENTAGE DATA YEAR 2-7 2020

2019-2020	ACHIEVEMENT (Scale Score for the Year level)		
YEAR 2	86%		
YEAR 2-3	90%	GROWTH	76%
YEAR 3-4	90%	GROWTH	76%
YEAR 4-5	76%	GROWTH	67%
YEAR 5-6	57%	GROWTH	52%
YEAR 6-7	81%	GROWTH	69%

SUMMARY OF THE PAT MATHS PERCENTAGE DATA YEAR 2-7 2020

2019-2020	ACHIEVEMENT (Scale Score for the Year level)		
YEAR 2	91%		
YEAR 2-3	77%	GROWTH	68%
YEAR 3-4	78%	GROWTH	89%
YEAR 4-5	96%	GROWTH	76%
YEAR 5-6 *	48% *	GROWTH	72%
YEAR 6-7	78%	GROWTH	63%

Pat Reading

Overall high achievement of the Scale Score for each level was shown at all Year Levels except Year6 where only 57% of students achieved the Scale Score. This group of students also showed the lowest level of growth of 52% (for students who could be tracked and monitored from 2019 to 2020). This group were the same cohort who underperformed in NAPLAN tests in 2019.

Pat Maths

Overall the achievement was lower than that achieved in Pat –R at all year levels, except Year 4 -5 who had an excellent result with 96% of students achieving the Scale Score for the year level. Year 2 students also achieved an excellent result with 91% of students achieving the Scale Score for the Year Level.

Our Year 6 students' performance was low with only 42% of students achieving Scale Score. It is interesting to note that 3 students achieved just below the scale score and if they had been included in the data this would have increased the achievement by 14% to 62%. Even though this cohort's achievement scores were lower 72% of the cohort made growth from 2019 -2020. This indicates the difficulties that can be present in the data due to lower numbers of students in a particular cohort.

Attendance

Year level	2017	2018	2019	2020
Reception	86.5%	83.3%	79.3%	81.5%
Year 1	83.3%	87.1%	83.0%	74.0%
Year 2	87.8%	85.5%	84.6%	77.4%
Year 3	85.4%	87.6%	84.3%	79.9%
Year 4	90.0%	85.4%	82.1%	74.0%
Year 5	91.0%	88.1%	88.1%	80.4%
Year 6	81.9%	89.5%	87.9%	83.9%
Year 7	89.8%	89.4%	86.5%	80.9%
Primary Other	84.9%	85.6%	85.8%	81.5%
Total	86.7%	86.7%	84.8%	79.6%

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

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

Attendance comment

In 2020, our attendance rates declined at all Year levels, except our Reception student cohort. This occurred despite all our efforts, which include teachers recording all daily absences and reporting them to administrative staff, which are followed up with daily phone calls to parents and care givers, to ascertain a reason for each child's absence. Our ACEO liaises daily with families regarding our Aboriginal students who are not in attendance and provides ongoing support to improve the engagement of students and families with the school. Our Wellbeing Coordinator works with external agencies to support families of habitual school refusers and families at risk of disconnecting with school. Individual attendance plans are developed with families for students who have high anxiety.

Behaviour support comment

In 2020 we recorded 1 Suspension with Intention to Exclude which did result in 1 Exclusion from school for persistent violent or non-compliant behaviour. Our Bullying Audit survey conducted with students indicated for JP students: 81% of students feel safe in their classrooms at all times (10% increase from 2019), 70% feel safe on the playground (13% increase from 2019), 75% have a friend to play with (decrease of 5% from 2019) and 91% say a teacher helps them if they get hurt an increase of 9% over the last 6 years. . For our Primary students the data indicates that 83% feel safe at school, 96% have at least one friend that cares for them, 3% say there is a lot of bullying, 36% say it happens sometimes, 17% say there is no bullying and 44% say they do don't know. These results have been obtained by having a whole school response to bullying and harassment that is timely, matters are followed up and positive behaviours are explicitly taught.

Client opinion summary

Parent Survey

74 parents participated in the survey. Parents were asked to respond to 17 questions. On average 85% of parents responded with Strongly Agree or Agree, compared to 68% of parents in All Schools across the State.

The highest rated areas in our school were:

97% agree that "I think that education is important to my child's future"

92% agree that "Teachers at this school provide their child with useful feedback about their schoolwork"

90% agree that "Teachers and students treat each other with respect at this school"

These results reinforce that Pennington School R-7 is viewed positively by the school community. An area for further investigation by the school is exploring more effective ways of communicating with parents and families.

Student responses

All students Years 4-7 engaged with the Wellbeing and Engragement Survey in 2020.

Children were asked to report their wellbeing across arrange of indicators including Emotional wellbeing, Engagement with School, Learning Readiness and Health and Wellbeing Out of School.

Our school results compared to All Schools in the State were as follows:

Emotional Wellbeing	PSR7 85%	ALL SCHOOLS 79%
Engagement with School	PSR7 90%	ALL SCHOOLS 87%
Learning Readiness	PSR7 92%	ALL SCHOOLS 83%
Health and Wellbeing out of School	PSR7 74%	ALL SCHOOLS 73%

Overall our students reported higher levels of wellbeing when compared to All Schools. Children's self-reporting of their Health and Wellbeing Out of School raises concern but can be related to families limited resources which limits access to Music and Arts, Sports and Organized Activities .

Staff responses

In 2018 – 75% of staff participated in the survey compared to 87% in 2020.

47 people were invited to take part in the survey in 2020. 41 people completed the survey compared to 34 in 2018. Our overall climate survey score for 2020 was 83% which is a 4% increase from 2018.

Our 5 Highest Ranked Dimensions (those that people perceived we were performing strongly with) were Personal Job Perceptions 94%, Site Improvement Perceptions 91%, High Expectations 90%, Instructional Leadership 89% and Decision Making 87%.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	23	16.8%
Other	2	1.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	15	10.9%
Transfer to SA Govt School	96	70.1%
Unknown	1	0.7%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All information pertaining to History Screening Checks is managed by our Administration Officer, who supports all members of the school community to ensure all processes are completed and all requirements are updated in a timely manner.

The Administration Officer monitors all visitors and contractors who attend the site and liaises frequently with the Principal to discuss any issues that may raise from the process.

All staff are encouraged to update their clearances well before the scheduled date to ensure continuity of employment and service,

Staff and other persons without a relevant screening are not permitted to enter or work at the site,

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	42
Post Graduate Qualifications	15

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	26.3	0.0	12.0
Persons	0	28	0	19

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

Financial statement

Funding Source	Amount
Grants: State	\$461,913
Grants: Commonwealth	\$30,790
Parent Contributions	\$87,225
Fund Raising	\$32
Other	\$46,637

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	Funding ensured students received necessary supports to implement the goals identified in their One Plans.	All students with IESP funding showed improved engagement with their learning.
	Improved outcomes for students with an additional language or dialect	All EALD students who were identified for additional support received EALD teacher support or up to 4 sessions per week. Focus was on improved reading and writing skills.	76% of students showed improvement in their Literacy levels
	Inclusive Education Support Program	All students identified as students with a disability were supported to implement the goals of their One Plans. Students received different levels of support as determined by the level of funding.	One Plans were monitored and modified as student's achieved identified goals
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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Purchased additional SSO support to provide individual intervention and support for identified children.</p> <p>APAS funding was used to support identified Aboriginal students to improve their outcomes in Reading and Writing</p>	89% of students showed improvement in reading levels
Program funding for all students	Australian Curriculum	Funding was used to provide smaller class sizes, training and development for teachers and release time for observation of colleagues effective practices.	Our school is beginning to demonstrate improvements in Literacy and Numeracy.
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	Literacy Coach 0.3 FTE to support pedagogical change in classrooms. Worked 1:1 to mentor teachers to change their practices in response to new understandings gained from T&D. Additional SSO support for interventions.	Development and implementation of Instructional Vocab Routine R-7.
	Specialist school reporting (as required)	Not Applicable	Not Applicable
	Improved outcomes for gifted students	Not Applicable	Not Applicable