Cadell Primary School

2019 annual report
to the school community

Government
of South Australia

Department for Education

Cadell Primary School Number: 704

Partnership: Waikerie

Name of school principal: Susan Santella

Name of governing council chairperson: Angela Langley

Date of endorsement: 26/02/20

School context and highlights

Cadell Primary School maybe small but we are Strong is our School Motto. One of the strengths of the school is the relationships developed between the school staff, students, parents and wider town community. The school is described by parents as a 'family oriented school' where everyone is considered and counts.

Cadell Primary School is a small school situated in the Riverland, approximately 180km from Adelaide. The school is situated approximately 2km from the rural township of Cadell. The community and school work closely together on projects such as the Sports Days and Splash Carnival. The school is seen to be the heart of the community. The local CWA participates in fundraising events, Book Week activities and volunteers for reading. The School Governing Council plays an active role in the school.

The school values of Persistence, Respect, Responsibility and Tolerance were a school focus again this year.

During 2019 we had a R-3 and a Year 4-7 class. There were 12 students at the time of the census, but only 9 by midyear. Our school sets high expectations of all students whilst encouraging them to be self-motivated and take pride in their school. Cadell Primary School offers great facilities including a swimming pool, tennis court, large oval, Play Centre and varied play environments for Nature Play. The school is well equipped to support students through many varieties of sports equipment, a recourse centre and IT devices where each student has their own laptop and iPad to support them in their learning.

Students participate in individualised differentiated learning tasks for Literacy and Numeracy and other curriculum areas. SSOs support learning by working 1:1 with students in the classroom and delivering intervention programs including 'Five Minute Box' and 'Quicksmart.' The language program is delivered through Open Access College and students learn Indonesian. R/1 students participate in an 'Adventure Play' and Play Centre program one lesson per week which is planned in conjunction with the programming for our onsite Play Centre, the junior primary teacher and the EYLF.

The school communicates with families and the wider community through an open Facebook page where classroom displays, event fliers and promotion of the school is posted. There is also a closed Facebook group for parents/carers on which we post updates and messages as required. Information can also be found on the school website: www.cadellps.sa.edu.au, which was recently updated.

Governing council report

Unfortunately there was no 2019 Governing Council report provided.

Improvement planning - review and evaluate

Cadell Primary School's Site Improvement Plan goals for 2019 were as follows:

READING
Goal- Increase student achievement in Reading Years R to 7
Target - In 2019 all year 3 students will achieve Numeracy SEA in NAPLAN.
Challenge of Practice: If we explicitly teach students Oral language, phonics (JP) and comprehension strategies (UP)such as infer, interpret and apply knowledge, then we will increase student achievement in Reading.
We achieved our Reading Goal in 2019 but we didn't achieve our target all but 1 student met the target.

MATHS
Goal- Increase student achievement in the number strand for years R to 7
Target- In 2019 all year 3 students will achieve Numeracy SEA in NAPLAN.
Challenge of Practice: If we embed the Big Ideas in Number Framework and specifically teach students the language of problem solving, techniques of identifying the steps to solving problems and use a common evidence based approach to developing mathematical thinking then we will increase student achievement in numeracy.
We achieved our Maths goal but missed our target of achieving SEA in NAPLAN by a few points. This now becomes our main aim in 2020; to ensure our students are achieving the SEA in NAPLAN.
During 2020, our goal will be Strategies for Problem Solving in Maths.

WRITING
Goal- Increase student proficiency in Writing R to 7
Target- In 2019 all year 5 students to achieve Writing SEA in NAPLAN
Challenge of Practice: If we explicitly teach students the skills of editing, elaboration of ideas and third tier language (high end vocab), then we will increase student writing proficiency.
We achieved our Writing Goal in 2019 but we didn't achieve our target as one student was just below benchmark.

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.
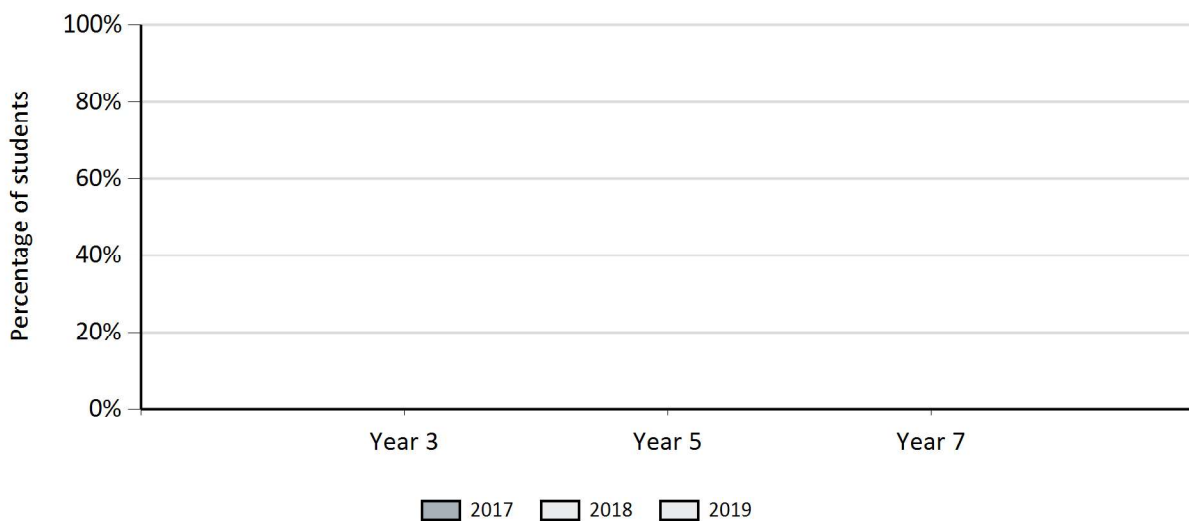
Reading
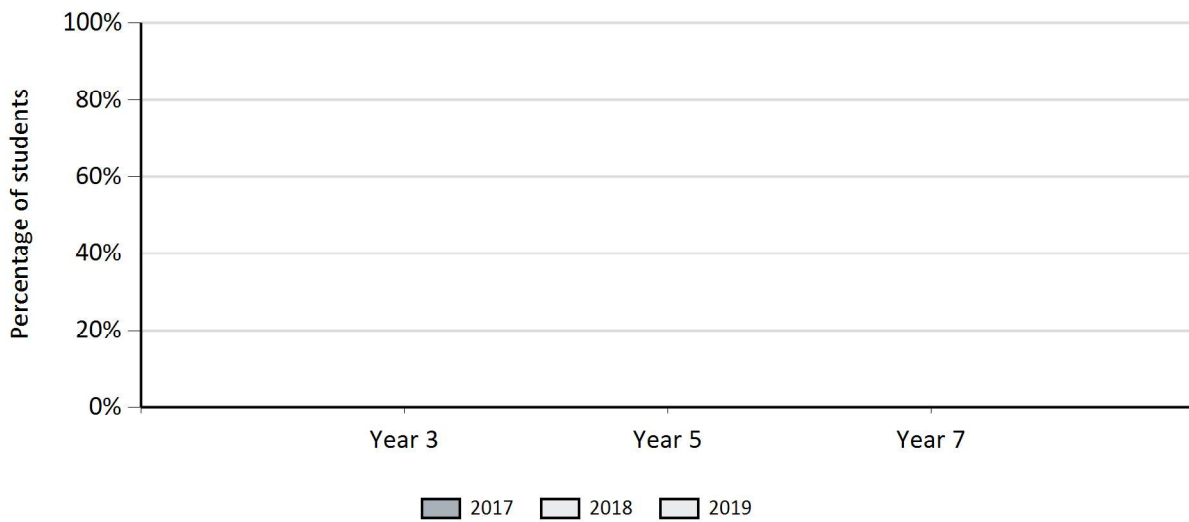
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*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 2019 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 2019.
*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	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*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	*	*	*	*	*	*
Year 3 2017-19 average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-19 average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-19 average	*	*	*	*	*	*

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.
^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

The school monitors students progress through NAPLAN, PAT-R, PAT-M data. In the early years running record, PASM, and the phonic check data is also used to track student progress in reading.

Cadell Primary School had 7 students eligible to complete NAPLAN. Most students achieved their expected level.

Our school collects and analyses data from PAT Reading, PAT Maths, PAT Vocab, Brightpath, Running Records (we use Fountas and Pinnell kits to track reading levels of students who have reached running record level 30), SA Spelling and A-E grading for each curriculum area.

PAT Reading: 75% of students achieved the SEA.
PAT Maths: 90% of students achieved the SEA.
PAT Vocab: 100% of students achieved the SEA.
PAT Grammar 100% of students achieved SEA.

In junior primary (R-3), 60% achieved the SEA in Running Records and one student completer their running records by achieving level 30.
In upper primary (4-7), 80% met and went above the Fountas and Pinnell reading level target for their year level.

Results in the SA Spelling Test (previously Westwood) improved significantly from the previous year. 70% of students achieved at or above their expected spelling age.

In 2019 staff worked with the Brightpath writing team in persuasive and report text writing. 75% of students significantly improved their persuasive writing and 80% significantly improved their report writing.

Attendance

Year level	2016	2017	2018	2019
Reception	94.3%	68.6%		60.5%
Year 1	85.1%	89.7%	71.3%	
Year 2	96.0%	90.7%	90.7%	90.9%
Year 3	93.1%	83.5%		97.1%
Year 4	95.0%	93.1%	91.9%	
Year 5	85.1%	96.6%	88.1%	95.6%
Year 6	86.8%	81.4%	96.6%	
Year 7	90.0%	69.4%		90.6%
Total	92.0%	86.7%	91.0%	91.7%

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

Attendance comment

The school promotes the importance of regular attendance to develop student learning and wellbeing. All absences have been recorded with reasons for non attendance. Those reasons are either family holidays, sickness or to visit specialists (upwards of 100km away).

Behaviour support comment

In 2019 the Student Behaviour policy and code of practice were reviewed.

For 2019 there have been no suspensions but there were a few take homes during the year. Support was actioned and strategies put in place to help reduce the number of take homes.

At the end of the year staff started training in the Berry Street Model, brain breaks and this will continue in 2020.

Client opinion summary

Surveys provide us with valuable feedback to identify strengths, areas for improvement and future directions for the school.

The survey revealed parents were unanimous with their child feeling safe at school, the school looks for ways to improve, that parents can approach teachers about concerns, their child likes being at school, their child is making good progress at school, the school works with parents/carers to support their child's learning.

The survey revealed a high percentage of students believe, my teachers expect me to do my best, teachers provide me with useful feedback about my school work, I feel safe at school, I can talk to my teacher about my concerns, my school takes students opinions seriously and teachers motivate me to work.

Intended destination

	School	
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	2	50.0%
Transfer to SA Govt School	2	50.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

To ensure compliance with DECD Relevant History Screening all staff, volunteers and School Governing Council members have a current clearance. Copies of clearances were obtained for any new volunteers or people working with students through camps, excursions or sporting clinics.

The school keeps a staff register with current Authorities to Teach/Work for teaching and ancillary staff. The school also uses sign in/out recording to track persons on site. We continue to ensure the safety and wellbeing of students, staff and volunteers. All teachers on site have current First aid certificates.

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	6
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	2.7	0.0	1.5
Persons	0	3	0	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	$512 432.00
Grants: Commonwealth	$8 000.00
Parent Contributions	$2 596.00
Fund Raising	$362.00
Other	$652.00

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

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
	Improved behaviour management and engagement	1 to 1 SSO support for students with behavioural needs Staff professional learning in trauma awareness	Nil Suspensions and reduced take homes
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Improved outcomes for students with disabilities	Students received allocated levels of funding and development and review of One Plans. 1 to 1 SSO support. Teaching staff were released to meet with Support Services staff to discuss needs and adjustments.	Staff are able to read students signs and be proactive before issues arise
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Funds were used so students were able to access performances, camps and excursions so they are not disadvantaged by distance. Funds used to support students not meeting SEA through SSO time in targeted reading and maths. Early Years Literacy including Early Years support funds were used to purchase new resources including the Heggerty Phonological Awareness curriculum and Jolly Grammar books. This funding was also used for SSO support so students were able to work 1:1 and in small groups on phonics, and phonemic awareness.	Increase in students learning grade and levels
Program funding for all students	Australian Curriculum	Australian Curriculum funding used to implement LDAM strategies. Release time for teachers to participate in collaborative groups to design learning and undertake moderation.	All staff developed consistency in moderation techniques
	Aboriginal languages programs initiatives	N/A	N/A
	Better schools funding	This funding was converted to SSO hours for 1:1 classroom support in Literacy and Numeracy. Teachers released to support wave 3 students in reading	Increase in students learning grade and levels
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A
	Primary school counsellor (if applicable)	N/A	N/A