



# Clapham Primary School 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Clapham Primary School Number: 952

Partnership: Mitcham Plains

Name of school principal:

Jodie Kingham

Name of governing council chairperson:

Nicholas Edwards

Date of endorsement:

10 February 2020

## School context and highlights

Clapham Primary is a Reception to Year 7 campus. We are in the Mitcham Plains Partnership and are situated in the Adelaide foothills with an enrolment of 269 students. There are nine mainstream classes and two Special Options classes (Junior Primary and Primary). Clapham Primary is a Category 6 school. 22% of students access school card, 13 students identify as Aboriginal or Torres Strait Islander and 22% of students are eligible for inclusion in the EALD program, with a number of students from non-English speaking backgrounds, some having been born overseas. In 2019 Clapham Primary continued with a focus on gaining higher band achievement growth in student achievement, students achieving SEA and continued to have a strong focus on our improvement agenda.

An additional nature play space was created in the school yard further improving our expansive grounds which offers outdoor learning spaces and an indigenous garden.

Parents play a vital role in supporting successful learning outcomes for our students. Parental involvement in the school is high in all areas and in our subcommittees of Governing Council. The school has two main feeder kindergartens and has established an effective and successful transition program which has seen Reception enrolments again increase.

Highlights of 2019 include:

- \*Whole school assemblies held every three weeks with each class taking responsibility for the presentation

- \*Fundraising – assisted with purchasing acoustic panelling to improve our learning zones

- \*Excursions and Incursions

- \*Book Week Activities eg author and illustrators as guest speakers

- \*Lap-a-thon event

- \*Sports Events – Cross Country, Athletics Carnival, Sports Day

- \*Students representing the school in district and state SAPSASA teams

- \*SRC Fundraising

- \*Instrumental Music including Strings Orchestra

- \*Creating innovative and flexible learning zones across the school

- \*ICT upgrades including iPads, network and wifi upgrade

- \*Quality Teacher Professional Development - Brightpath, ACER PAT implementation & data analysis; Trauma Training (Berry St), Differentiation and providing authentic feedback to support learning

- \*Student leadership program including PALs (Play and Lunch Times)

- \*Community Action Days - including establishment of a Japanese Garden

- \*Camps - Year 4/5 and Year 6/7

- \*Linking with our local kindy - St James. Our Year 5/6 and 6/7 classes working with kindy children - STEM projects.

## Governing council report

On behalf of your Governing Council, I wish all Clapham Primary School students, teachers, families and carers a happy, safe and prosperous 2020.

As a new decade begins, I look forward to continuing to work with Council and the hard working and dedicated staff to implement our Site Improvement Plan (SIP). Our SIP includes goals centred around student learning plans, information technology and staff training and development and ensures we continue to build upon the positive and supportive environment within which our children may continue to learn and develop.

I'd like to thank the Council's subcommittees, Fundraising, Facilities, Finance, OSHC and Parent Representatives for their hard work during the year. The Council would not be able to function without the dedication and commitment of our subcommittee members. I encourage any parents or carers who have an interest in any of the subcommittees or Council to nominate in 2020 and get involved.

I'd also like to thank all those who have attended our Community Action Days and supported our fundraising efforts. It is most appreciated and contributes significantly to the built and natural environment our children enjoy.

Other initiatives such as teacher and student attendances at local kindergartens has been a huge success, leading to an increase in enrolments of approximately 10% from 2019. Our enrolments in reception are particularly strong.

Clapham's financial position is now much stronger and transparent than it was in 2013 when I originally joined Council as treasurer. This is a direct result of the hard work of the Clapham's leadership group who have focussed on managing the allocation of funds and ensuring our resources are directed to areas of most benefit to our students.

I look forward to seeing many of you nominating for Council and participating on the various subcommittees to ensure we continue to build on the positives of 2019 throughout 2020.

By working together, we can make a real difference to our children's learning environment and continue to build upon the wonderful culture that makes Clapham such a warm and supportive place of learning.

## Improvement planning - review and evaluate

We are very proud to provide our Annual Report to our community that highlights the many achievements and successes of 2019. Our Site Improvement Plan (SIP) provided a strategic focus for our improvement agenda to be actioned and reviewed throughout the year. We continued to consolidate the consistent practice/pedagogy across all year levels, this has further strengthened student learning outcomes. A large focus has been on improving writing achievement in SEA and also in higher bands. This year we saw another year of growth in students achieving SEA and higher band achievement in Years 3, 5 and 7. Our key directions are:

1. Raise student learning outcomes and school performance through regular and systematic self-review processes that considers various data to inform strategic approaches to learning improvement at the classroom and school levels.
2. Extend levels of student challenge and engagement in their learning by establishing and implementing agreed and effective pedagogical practices consistently across all classes, and monitored and supported through teacher performance development and review processes.
3. Further engage Governing Council and parent groups in understanding and supporting the improvement agenda identified for the school through a strategic and aligned partnership that encourages transparency and collaborative endeavour.

Staff work collaboratively in teams and the continued success with consistency of practice and improvement in student learning outcomes is due to their professionalism and collaboration with one another. This year each staff member posed a personal Challenge of Practice and presented this to their peers, this enabled the team to support each other in finding solutions to the challenges. Working and engaging with the school's Governing Council and relevant subcommittees continues to be a high priority.

Our Site Improvement Team (SIT), consisting of Principal, Deputy Principal, Literacy Coordinator, Primary and Junior Primary Team representatives, focused on our SIP and led the improvement agenda focusing on teaching and learning, processes, structures and promotion of Clapham Primary School. Staff meetings were allocated for professional development, team meetings (an additional 2 per term team meetings were held outside of staff meeting time). Meetings focused on professional development, review of data, collaborative planning and assessment. Performance Development and Review is integral and all teaching staff and support staff participated. Staff developed a Performance Development Plan and set three goals (one of these goals to be linked to our SIP). Line managers met with teaching staff twice in the year and provided written feedback each time. Support staff met with their line manager once in the year and written feedback was also provided.

The SIT and staff regularly reviewed our progress against the SIP, completing Stage 4 across the year. The Literacy Coordinator continued with a key focus on explicitly teaching writing. Professional Development throughout the year aligned to school's, DfE and Mitcham Plains priorities. A staff member was also selected to be the Results Plus representative from our school to work with colleagues from Partnership schools and the Principal Consultant.

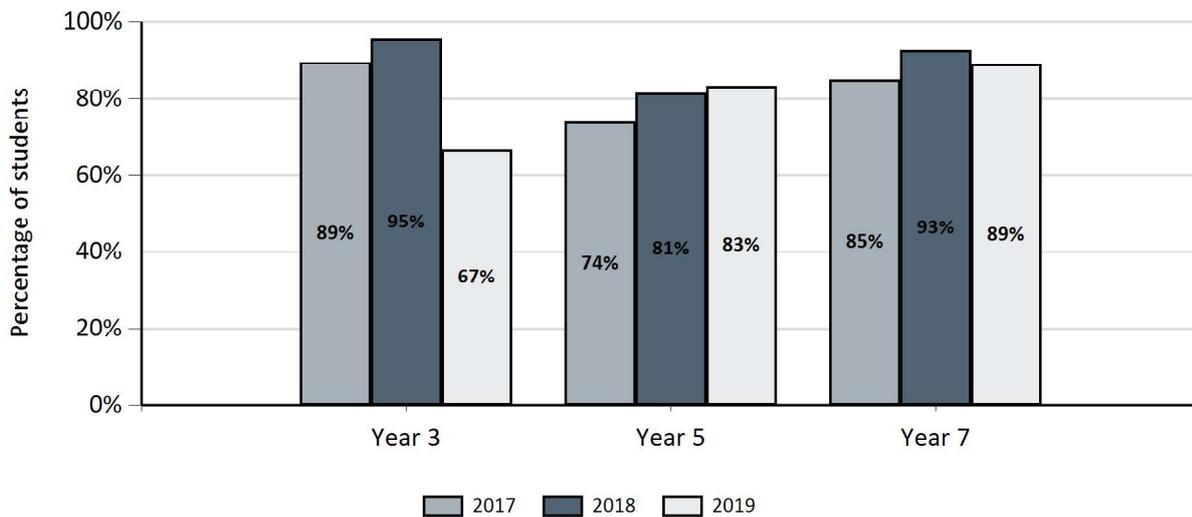
Staff and the SIT have reviewed and refined our 2020 SIP in readiness for targeting further improvement.

## 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.

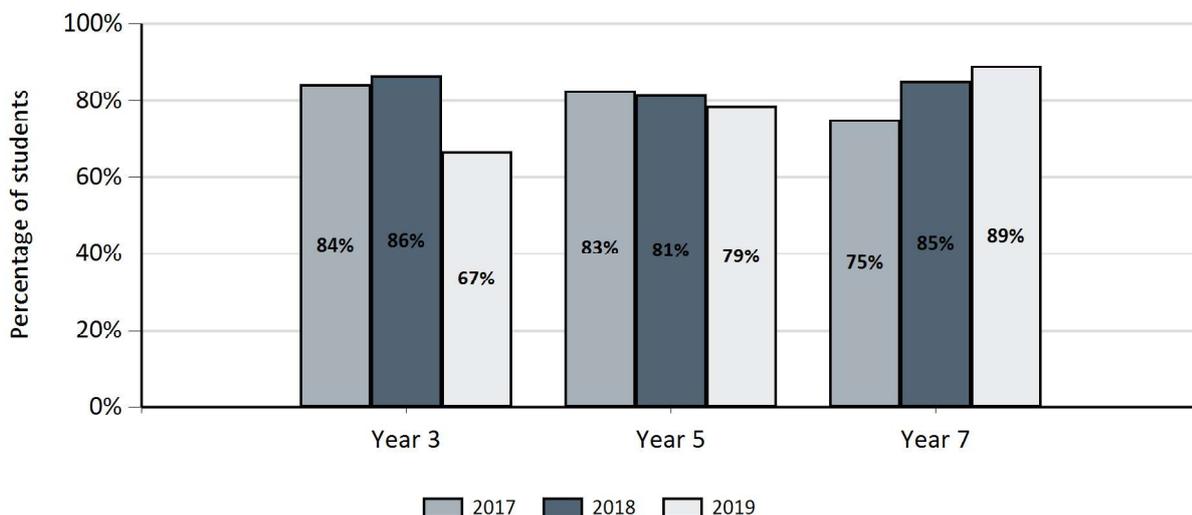
#### Reading



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	28%	38%	25%
Middle progress group	47%	62%	50%
Lower progress group	25%	0%	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	16%	44%	25%
Middle progress group	72%	44%	50%
Lower progress group	12%	12%	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 <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 3 2019	33	33	14	9	42%	27%
Year 3 2017-19 average	31.0	31.0	18.0	12.0	58%	39%
Year 5 2019	42	42	16	10	38%	24%
Year 5 2017-19 average	30.7	30.7	13.3	8.7	43%	28%
Year 7 2019	18	18	10	12	56%	67%
Year 7 2017-19 average	21.7	21.7	7.3	7.3	34%	34%

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

<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.

## School performance comment

A focus on improving students achievement against The Department for Education's (DfE) SEA, improving growth in student achievement as well as retaining student achievement in higher bands continued to be a priority. The SIT R-2 and 3-7 representatives led their respective teams during team meetings to continually review data.

The total for each of our co-horts is 30, 44 and 17 respectively for year 3, 5 and 7. In each of these cohorts students from our special options and mainstream classes either sat the NAPLAN assessment or were absent/exempt.

Year 3

- NAPLAN Reading: 67% achieved benchmark
- NAPLAN Maths: 67% achieved benchmark

Year 5:

- NAPLAN Reading: 83% achieved benchmark
- NAPLAN Maths: 79% achieved benchmark

Year 7:

- NAPLAN Reading: 89% achieved benchmark
- NAPLAN Maths: 89% achieved benchmark

We have analysed the results of all cohorts of students and have identified those students who did not meet the Department's Standard of Educational Achievement. The students identified in Year 3, Year 5 and Year 7 that did not meet the standard are being tracked and monitored. They are either receiving intervention, are students identified with a disability or learning difficulty or from English as Additional Language or Dialect background and have a One Child One Plan in place. A large focus in our Site Improvement Plan is to provide intellectual stretch for every child and in particular increase higher band achievement. This year we again have seen an increase in higher band achievement in a number of areas. Please see a further analysis of the data and the following positives to note:

\*Of the Year 3 cohort 30% have received intervention in the early years.

\*Percentage of students reaching the writing National Minimum Standard of achievement has increased over the past 4 years in years 3, 5 & 7.

\*Percentage of students in higher band achievement in writing in Years 3, 5 and 7 has increased each year over the last four years.

\*Higher Band achievement in Reading: Year 3—42% in higher band achievement and 20% just below higher band achievement, Year 5—38% in higher band achievement and 17% just below higher band achievement and Year 7—56% in higher band achievement 9% just below higher band achievement.

\*Higher Band achievement in Numeracy: Year 3—27% in higher band achievement and 20% just below higher band achievement, Year 5—24% in higher band achievement and 14% just below higher band achievement and Year 7—67% in higher band achievement 9% just below higher band achievement.

\*A large proportion of our Year 5 students are in the medium to high growth in Reading 75% and in Numeracy 88%. 94% of our Year 7 students were in the upper and middle progress (growth) for Reading. 88% of Year 7 students were in the upper and middle progress (growth) for Numeracy.

## Attendance

Year level	2016	2017	2018	2019
Reception	93.1%	92.1%	91.2%	94.7%
Year 1	94.7%	91.9%	91.1%	92.3%
Year 2	93.5%	91.4%	91.9%	91.9%
Year 3	92.7%	94.0%	93.5%	93.7%
Year 4	91.8%	92.4%	92.5%	89.0%
Year 5	91.9%	93.1%	92.8%	91.7%
Year 6	93.2%	93.6%	92.0%	90.6%
Year 7	91.8%	91.6%	93.7%	92.1%
Primary other	90.0%	89.2%	88.4%	87.1%
Total	92.6%	92.3%	92.0%	91.8%

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

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

## Attendance comment

Staff have continued to be proactive in informing the community of the positive impact of regular attendance and addressing attendance concerns. Staff follow school processes making contact with parents on the third day of an unexplained absence. The Student Review Team engage the Attendance and Engagement Officer to support families and students to improve attendance. Support and case management (for students and for their families) is a complex and ongoing process.

## Behaviour support comment

Our focus in 2019 was to promote inclusivity and belonging with staff participating in training using the Berry Street Education Model. Extensive support was provided to individual students and their families with a focus on use of proactive strategies to develop respectful relationships and encourage positive behaviour. Students who received suspensions were case managed with consultation and involvement of Support Services and other external agencies. Strong home-school partnerships exist as a result of a consistent approach to managing and recording student behaviour, restorative justice processes and timely communication to parents.

## Client opinion summary

Overall there are strong correlations between parent, student and staff surveys with similar positive responses to questions. This shows that there is coherence between the school, staff, students and parents which highlights the focus and efforts of the school and Governing Council to ensure greater transparency, structures to work with the community (especially through sub-committees), efficient and effective communication (Skoolbag, Seesaw, newsletters/overviews) and clearly defined processes and policies.

Highlights from surveys as tabled below.

Staff: An extremely positive response from staff with an outstanding average rating response to survey questions of 4.5 (Rating scale 0 to 5).

\*staff identified that they are supported, that the 'school looks for ways to improve', 'teachers expect students to do their best', 'motivate students to learn' and 'parents at this school can talk to them about their concerns'.

Students: An amazing average rating response to survey questions of 4.3 (Rating scale 0 to 5).

\*Exceptional positive responses from students which included: a massive rating of 4.8 to 'my teacher expects me to do my best' and with 4.5 ratings for 'teachers provide students with useful feedback', they 'feel safe at the school' and 'teachers at the school motivate students to learn'.

Parents: An excellent average rating response to survey questions of 4.2 (Rating scale 0 to 5). An extremely positive response rate from parents with a total of 45 responses to the survey. A huge thank you to our community for such a high response. This quadrupled the responses from the 2018 survey.

\*Parents identified that: 'teachers at the school expect their child to do their best' and that they 'can talk to their child's teacher about their concerns' (4.6 rating). Parents identified that their 'child feels safe at the school' with a 4.4 rating.

## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	8.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	25.0%
Transfer to SA Govt School	37	66.1%
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

The school's established processes for parents to be volunteers has been implemented thoroughly and consistently. Throughout this process parents are required to apply for a Working With Children Check as well as provide evidence of completing RAN training. A register of parents with a WWCC is maintained and recorded on EDSAS. The Volunteer Handbook has been instrumental in providing information about volunteering and the roles in the school. This also includes a registration to volunteer (Department Form).

## 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	27
Post Graduate Qualifications	6

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	17.2	0.0	6.4
Persons	0	19	0	8

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

## Financial statement

Funding Source	Amount
Grants: State	2,669,852.41
Grants: Commonwealth	3200.00
Parent Contributions	208077.79
Fund Raising	12262.09
Other	5252.70

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
Targeted funding for individual students	Improved behaviour management and engagement	1:1 teacher support for Child in Care; 1:1 SSO support for SWD; intensive focused support to develop self-regulation and positive social interactions with peers.	IRMS incidents but reduction in intensity and duration.
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	DSF / IESP / RAAP funding to support inclusion of SWD in learning/classroom and whole school programs, and yard interactions.	SWD accessing specialist lessons; school events ie: Sports Day; Production.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy</li> </ul> including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	ATSI students supported in intervention programs (MiniLit, MultiLit, Quicksmart) - progress monitored.	One Child One Plans evident for all ATSI students.
	Australian Curriculum		
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	SSO employed to deliver intervention programs. PD for staff in literacy.	
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Deputy Principal works with SRT to manage behaviour and restorative justice processes.	