



Clapham Primary School

2020 annual report to the community

Clapham Primary School Number: 952

Partnership: Mitcham Plains

Signature

School principal:

Mrs Jodie Kingham

Governing council chair:

Bradley Hocking

Date of endorsement:

15 December 2020



Government
of South Australia
Department for Education

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 274 students. An increase of 27% since 2016. There are nine mainstream classes and two Special Options classes (Junior Primary and Primary). Clapham Primary is a Category 6 school. 22% of families access school card, 5% of students identify as Aboriginal or Torres Strait Islander and 35% of students with English as an additional language or dialect background. 2020 had its challenges however the school community (staff, parents and students) worked collaboratively through the year to enable many successes. The Governing Council and school staff continued with a strong focus on our improvement agenda throughout the year, even during the times when there were unexpected changes due to face to face learning and switching to online learning, plus additional pupil free days and school closures due to the COVID-19 Pandemic.

Highlights of 2020 include:

- *Whole school assemblies held every three weeks with each class taking responsibility for the presentation
- *Fundraising – assisted with purchasing outdoor play equipment
- *Excursions and Incursions - Aquatics, Water Safety Program, Urrbrae Show Day
- *Book Week Activities eg author, parade and illustrators as guest speakers
- *ColourFunRun 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.
- *Quality Teacher Professional Development – 7 Steps for Writing Success, Trauma Training (Berry St), Differentiation and providing authentic feedback to support learning
- *Student Leadership Program
- *Community Action Day
- *Graduation

Governing council report

On behalf of Governing Council, I would like to thank the Clapham Primary School staff, students and community for their hard work in 2020. It has been a year unlike any others, with the COVID-19 pandemic consuming much of the discussions and headspace of those involved with our school.

Despite this, 2020 was still a successful year for our school in terms of academia, events, improvements and review. We were able to run a fantastic sports day and school production, both of which showcased the extraordinary effort that the students and staff are willing to commit to the school. We also worked through an external review which highlighted the excellent improvements that the staff have worked hard to implement over the past few years.

Through our success, we have certainly faced challenges in 2020. There have been periods of uncertainty regarding students being able to attend school, and teachers preparing for long periods of lockdown that never came. The parents have not been able to interact with teachers in the same way as previous years, making it difficult to build relationships with teachers, which has been especially difficult for new parents to the school. We have all needed to transition to new ways of living out school life, and we are fortunate for the technology and willingness of staff to make sure that avenues have remained open.

I thank the sub-committees for their contribution to the school, and the staff for their tireless work during these unprecedented times. I wish the entire Clapham Primary School community a very Merry Christmas, and I look forward to 2021 being a smoother ride than what the world experienced in 2020.

Quality improvement planning

The school was Externally Reviewed in Term 3 and the Review Panel identified and stated, "That the school had made significant progress against the previous directions through a strategic focus to address accountability, processes and communication. Students, staff and parents all commented on the powerful shift that has occurred over time, to establish the warm and welcoming, inclusive environment that currently exists. Attention to building consistent pedagogical practices across the school, underpinned by clear structures and documented processes, resulted in teachers working collaboratively to achieve this direction. Teachers are committed and dedicated professionals, focussed on improving their teaching in order to stretch learners." (External School Review Report 2020)

The three new directions are:

Direction 1: Further strengthen self-review processes by effectively evaluating the impact of actions and strategies on student outcomes, to refine and consolidate effective practice consistently across the school.

Direction 2: Ensure pedagogical coherence and seamless transition points for learners by embedding agreed, high-yield practices consistently across the school for literacy and numeracy.

Direction 3: Develop student agency in learning, by regularly sharing assessments with students and strengthening timely and effective feedback to and from students, that enables teachers to improve their practice and students to become self-drivers in their own improvement.

The Schools Site Improvement Team (SIT) works with the Principal to develop, implement and review the schools Site Improvement Plan. The SIT consists of all members of the leadership team and one team representative from each team across the school. Each team representative is instrumental in leading their team with the site improvement agenda. The principal, deputy and coordinator are assigned to a team. Staff regularly review the SIP in allocated staff meeting time – three per term. The SIT meets once per term to review and monitor the SIP using the evidence gathered and documented by staff. The Coordinator collaborates with staff to complete Step 4 and Step 5 and ensure evidence of meeting the SIP goals is documented. The school utilises the planning improvement process to raise student achievement eg analyse and prioritise, determine challenge of practice, plan actions for improvement, improve practice and monitor impact and review and evaluate. The External Review highlighted that staff feel more than ever before connected to our SIP (as they have assisted in developing the plan, regularly review it and set strategies for next steps).The Coordinator has participated in the Partnership Results Plus group, where each site in the Partnership share their SIPs. The Results Plus leaders share successful practice within their own site, so as a Partnership we can learn with and from each other.

Time is allocated in staff meetings and team meetings for SIP priorities . This year staff again presented a personal Challenge of Practice to their team. The Challenge of Practice is an area staff have identified that they would like to improve in their practice. This process has further strengthened the collaborative culture of our staff in supporting and challenging one another. This process was also commended in our recent External Review.

Student data is regularly reviewed to identify areas for whole school improvement. For example in 2019 we identified that our Phonics achievement data was lower than like schools. Through strategic planning and implementation of identified actions such as providing targeted intervention for those students in Reception (2019) our phonics data in 2020 improved significantly. In 2019 eight Reception students were identified as at risk, 80% of these students after receiving intervention achieved the phonics screen benchmark.

Improvement: Aboriginal learners

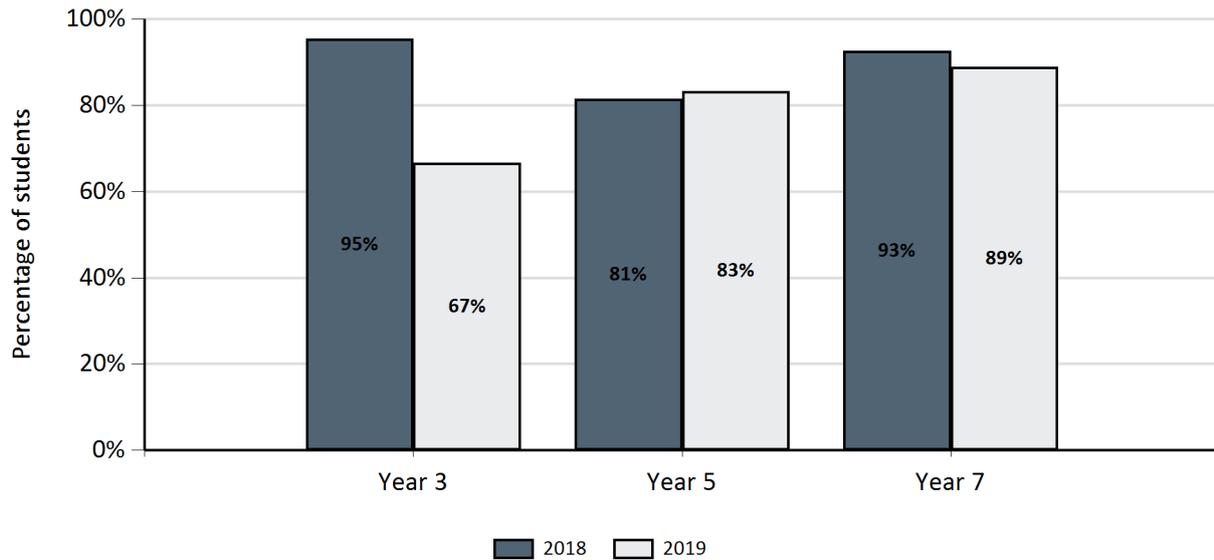
The school's Site Improvement Team utilised the Matrix to review and plan strategies implemented at Clapham PS. Goals for all Aboriginal students are included in our SIP and we continue to track and monitor progress in all curriculum areas, attendance and wellbeing. The school's ACEO ensured connections are established with staff members, students, parents/care givers so there is more transparency and to ensure that there is an ATSI cultural perspective evident across the school and took a lead in promoting this to the school community. The ACEO supported leadership and staff with educational and social wellbeing supports for students and families.

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

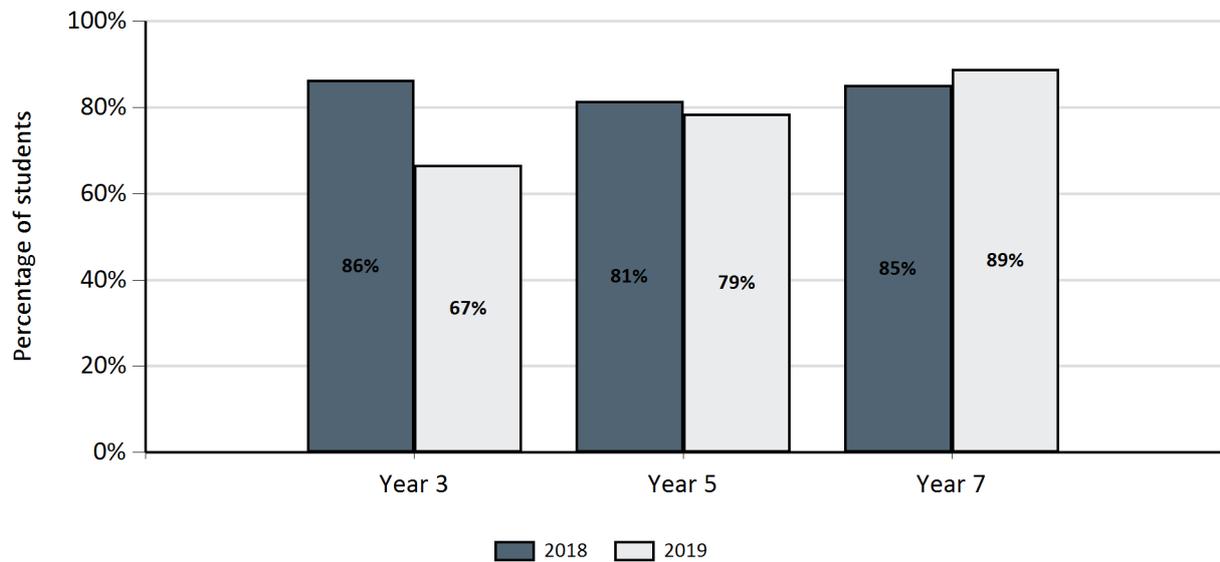


*NOTE: No NAPLAN testing was conducted in 2020.

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	28%	38%	25%
Middle progress group	47%	62%	50%
Lower progress group	25%	*	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	*	44%	25%
Middle progress group	72%	44%	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%.

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	33	33	14	9	42%	27%
Year 3 2017-2019 Average	31.0	31.0	18.0	12.0	58%	39%
Year 5 2019	42	42	16	10	38%	24%
Year 5 2017-2019 Average	30.7	30.7	13.3	8.7	43%	28%
Year 7 2019	18	18	10	12	56%	67%
Year 7 2017-2019 Average	21.7	21.7	7.3	7.3	34%	34%

*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

Students completed 2 samples of Persuasive Writing and teachers used the Brightpath platform to assess the writing samples. Review of the students data showed evidence of student growth for all students over the year. There were significant improvements in pre and post Brightpath assessments. This demonstrates that students have increased their understanding throughout the Persuasive Teaching Cycle.

A focus on growth for every child was a priority. SIT R-2, 3-4 and 5-7 representatives led their respective teams during team meetings to continually review data. With NAPLAN not being administered in 2020 staff were committed to collecting relevant data from other sources for analysis to inform teaching and learning, including PAT-R/M, Running Records, Year 1 Phonics Screening Test. Teacher capacity was built through participation in action research projects led by SLLIP targeting formative assessment and feedback. Students who did not meet DfE SEA or year level benchmarks are tracked and monitored by the Student Review Team. 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 embed quality feedback processes.

37 Year 1 students participated in the Phonics Screener in 2020 with an average score of 30.9, an increase from 2019's average of 26.6. The number of students achieving 28 or over was 73%, an increase from 57% in 2019.

In PAT-M Yr3 - 8 students, Yr4 - 5 students, Yr5 - 4 students, Yr6 - 4 students, and Yr7 - 1 student not meeting DfE SEA scale score. All of these students fall into one or more of the following categories: new enrolment, EALD, diagnosed with a specific learning disability, or receiving support in an evidence based intervention program (IESP Grant).

In PAT-R Yr3 - 6 students, Yr4 - 4 students, Yr5 - 4 students, Yr6 - 3 students, and no Yr7 students not meeting DfE SEA scale score. All of these students fall into one or more of the following categories: new enrolment, EALD, diagnosed with a specific learning disability, or receiving support in an evidence based intervention program (IESP Grant).

These results validate the focus staff have placed on improving reading comprehension over the last few years and now moving forward we will make numeracy a priority in 2021 to see a lift in student outcomes across all year levels.

Attendance

Year level	2017	2018	2019	2020
Reception	92.1%	91.2%	94.7%	88.1%
Year 1	91.9%	91.1%	92.3%	89.5%
Year 2	91.4%	91.9%	91.9%	88.6%
Year 3	94.0%	93.5%	93.7%	90.4%
Year 4	92.4%	92.5%	89.0%	90.5%
Year 5	93.1%	92.8%	91.7%	89.5%
Year 6	93.6%	92.0%	90.6%	88.7%
Year 7	91.6%	93.7%	92.1%	89.4%
Primary Other	89.2%	88.4%	87.1%	83.1%
Total	92.3%	92.0%	91.8%	88.9%

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

Attendance comment

A whole school approach is implemented to support student attendance and engagement. The school is 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 2020 was to build staff capacity in trauma informed practice – all staff attended PD on the Berry Street Education Model. Interception strategies were embedded in daily practice; students were involved in the design of sensory pathway decals, and these were purchased for corridor installation along with additional sensory resources for designated spaces across the school. Data collection processes were introduced. Our Behaviour Support Policy was reviewed by staff and updated in line with DfE requirements and a focus on inclusivity and proactive strategies to develop respectful relationships and encourage positive behaviour. Case management of identified students continued, with consultation and involvement of Support Services and 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

Parent Survey

In total 124 parents responded to the survey, this is an outstanding response rate. The results were very positive and reflective of the findings from our recent External Review. One area that we discussed at length as identified by the survey was 'what standard of work the school expects of their child'. An area highlighted for improvement from the survey was 'having useful discussions with the school about their child's learning'. As a School Improvement Team we understood why this may have been low given the extraordinary year of COVID-19.

Perspective Survey - Staff

An overall rating of 81% engagement score, an extremely positive result. The average engagement score for schools in our Mitcham Plains Partnership is 74%.

- 100% rating for "at our site, staff are always willing to lend a helping hand to each other"
- 96% rating for "my colleagues collaborate effectively to achieve our goals"
- 94% rating for "at our site, the improvement priorities we set translate into and influence practice"

Wellbeing and Engagement Survey

The Wellbeing and Engagement data is reviewed to identify school based programs to support students social and emotional development. Staff identify what young people at school think about their wellbeing and what are their strengths and areas of improvement. The Wellbeing and Engagement Collection uses the following indicators as a measure of wellbeing:

- Academic self-concept
- Life satisfaction
- Friendships and peer belonging
- Engagement with teacher
- School belonging / climate
- Emotional regulation

Most of our students identified with being in the medium to high areas within the most recent Wellbeing and Engagement Collection student survey.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	10.0%
Other	1	2.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	20.0%
Transfer to SA Govt School	33	66.0%
Unknown	1	2.0%
Unknown (TG - Not Found)	0	NA

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

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	31
Post Graduate Qualifications	9

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	17.8	0.0	7.6
Persons	0	20	0	11

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

Financial statement

Funding Source	Amount
Grants: State	\$2,767,792.30
Grants: Commonwealth	\$4,650
Parent Contributions	\$181,080.66
Fund Raising	\$20,368.85
Other	\$14,460.17

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	The Wellbeing and Engagement data is reviewed to identify school based programs to support students social and emotional development.	Most of our students identified with being in the medium to high areas.
	Improved outcomes for students with an additional language or dialect	Our EALD teacher works in all mainstream classes using programs such as Seven Steps. we use methodologies and strategies from Sheena Cameron to explicitly teaching students Language and Literacy demands.	Identify goals/targets within the Literacy Curriculum.
	Inclusive Education Support Program	SSO hours to deliver evidence based intervention programs in literacy (MiniLit Yr 1, MultiLit Yrs 2-4) and numeracy (Quicksmart Yrs 5-7) plus IESP Category funding to support teaching and learning of SWD in classrooms.	All targeted students are monitored through SRT and OCOPs are reviewed.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	ACEO employed to support ATSI students and families; IESP funding used for identified students to access literacy and numeracy intervention programs (SSO delivered) and classroom support in Reception for phonemic awareness program. IESP Category funding used for individual students to increase learning engagement and time spent in the classroom.	Reduction in time out of classroom has reduced for one student; increased communication between home-school facilitated by ACEO.
Program funding for all students	Australian Curriculum	Teacher release to work with SLLIP to build capacity to develop student agency in learning, formative assessment and timely and effective feedback.	Identified learning intentions and success criteria as drivers of change.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	SSO hours to deliver evidence based intervention programs in literacy (MiniLit Yr 1, MultiLit Yrs 2-4) and numeracy (Quicksmart Yrs 5-7)	Students not improving referred to Support Services for further investigation.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable

