



Paracombe Primary School and Houghton Preschool

2021 annual report to the community

Paracombe Primary School Number: 0327

Houghton Preschool Number: 1830

Partnership: Torrens Valley

Signature

School principal:

Mrs Anne Rowe

Governing council chair:

Lisa Keenihan

Date of endorsement: 7 March 2022



Government
of South Australia
Department for Education

Context and highlights for the combined site

In 2021 our enrolment was 65 with 31 students accessing our contracted bus service. 2021 was a significant year of firsts and lasts as we acknowledged the last year our Year 7s would attend Paracombe. Our student leaders were a true credit and guided many interactive experiences across the school. Mylor camp strengthened the bond between our older students.

Staff continue to offer broad and engaging experiences.

In 2021 we also welcomed two new staff members who added strength to our teaching profile.

Whilst we love working with our community, continuing COVID-19 restrictions provided another year where students created opportunities to share work and celebrate together. Although we missed our volunteers students were again engaged in working as a Community; showcasing our skills at the Houghton Spring Fair in October.

Our teachers continue to embrace the model of flexible learning options and have worked hard to provide continuity for students.

Our increased computer network was enhanced by the trial of Chromebooks in the Upper Primary class as we look to have our senior students more independently access their learning and their teacher. Our students continue to perform above state averages across year levels and exhibit skills in public speaking and teamwork.

Through SAPSASA, choir and troupe representation, our students have opportunities to showcase diverse talents.

Sporting School Grant access, has provided specialist coaching and resources for wide ranging sports. 2021 included: volleyball, golf and tennis and after school tennis coaching.

We finished the year with a sense of optimism, our outdoor picnic style concert was a true celebration with sponsorship from a local business providing staging and sound. Our preschool build went from lightweight build to heavy steel construction, with the supply of materials an ongoing interest to our builders. We are enjoying the spectacle of large machinery and the thinking behind plans and large construction beams. The heavy rainfall at Paracombe has had its challenges too, with delays that have added two more terms to the build. The preschool and thriving playgroup continue to provide consistent enrolments for our school.

At the end of the year we went through the formal process of a name change in anticipation that Houghton Preschool will soon relocate to Paracombe.

From January 2022 we will be known as Paracombe Primary and Preschool.

Governing council report

The 2021 Governing Council was well supported by the parents in addition to the Principal and a staff representative. Parent representation from across the School and Preschool provides a sound basis for making decisions for the future of our school community.

Each Governing Council meeting had good attendance levels with the minimum quorum numbers either being met or exceeded, resulting in the ability for decisions to be made at each Governing Council meeting. Thank you to all Governing Council members who make the effort to attend meetings. I believe it is so valuable to have a strong parent representative council as it is an integral part of the school.

2021 saw the Houghton Preschool continue to work in partnership with Paracombe Primary School (PPS). The strong relationship between Primary and Preschool continues to grow with many of the Preschool students enrolling at PPS to further their education. I would like to thank the Preschool staff for all the time and effort that they have put into developing the Preschool and the programs it offers and for their outreach into the community to ensure the ongoing viability of the preschool.

The Pre-school relocation is now a reality with the build started on the Paracombe Primary School site to be completed in 2022.

Some of the significant School improvements agreed by the Governing Council during 2021 were:

- School new carpet
- Chromebooks purchased for all Upper Primary students – with a purchase or rent option for families
- Replacement sunshades on outdoor pergolas
- New Logo and name approval for the combined Preschool and Primary

Lisa Keenihan
Chairperson Governing Council

School quality improvement planning

A comprehensive External School Review was completed in May 2021.

External Review confirmed on track improvement and supported our focus on more effective feedback and learning design for stretch.

Direction 1

Continue to use improvement planning processes that build staff capacity to improve teaching practice and implement the high-impact strategies that strengthen the impact on student learning.

Direction 2

Support students to assess and improve their progress through developing greater clarity of success criteria, quality task design and providing effective feedback.

In 2021 Teachers from Preschool to 7 engaged in deep learning around Thinking Mathematically.

Our aim is to move beyond basic skill mastery to increase students' confidence to work through a problem and weigh up the value of different approaches. Our shared focus is to continue to seek opportunity for applications in a new context. The use of peer to peer dialogue is an area to continue to enhance in 2022 through shared programming and observation.

We are actively seeking to connect with our preschool cycle of learning and see that PreLit implementation and an attention to building and tracking mathematics vocabulary and conversations provide for a strong transition and improved outcomes.

- Individual pathways for reading has consolidated this current strength.
- Problem solving as a collaborative activity has increased although individual talk has yet to increase.
- Writing design has been well coached by the Brightpath team and educator knowledge on next steps has grown, we still have work to do on ensuring student next steps is understood and acted on by students. Working with Brightpath team to unpack student friendly language.
- All staff contribute to ongoing data review and refinement of actions.

Actions with excellent impact: Tracking individual students, prelit-initialit-momentum, walkthroughs, observations and feedback, Student engagement in booklooks, Engagement with Year level peers and coaches.

Preschool quality improvement planning

Through intentionally and systematically teaching the prerequisite skills of Phonological Awareness, vocabulary and comprehension:

- Children are demonstrating skills in relation to oral blending, segmenting and rhyme identification. Improvement is consistent with that noted since PreLit implementation.
- Language screening indicates that there has been an improvement in rhyme matching and production.
- PreLit implementation and reflection have provided just in time intentional teaching opportunities and targeted support.
- Use of focus groups and targeted teaching with educators using data to track readiness has built engagement and opportunities for extension in both phonological awareness and vocabulary development evidenced in documentation.

We will enable children to develop strong foundations for reading success and respond to children's next steps in literacy.

- Children's involvement and connection to intentional teaching noted and responded to through planning cycle.
- Deliberate finding out and notation of observed skills and interests.
- Children's confidence in early number has improved with educators observing children's developing number sense.
- Numeracy screening has not provided depth of information and we are currently looking to capture data that more accurately reflects sequenced learning.

- Children are confidently using number and engaging in reciprocal conversations refining number knowledge.

Our implications for next year include:

- Continuing to develop effective documentation, monitoring and review skills that drive a responsive program of intentional learning.
- Deliberate connection to Reception/playgroup children and their effective transition.
- Improve the quality of talk and shared sustained thinking, especially in the outdoor area.
- Transitioning to a new site and service with community engagement enhanced.

This year's cohort were stronger in matching and producing rhyme than identifying and blending sounds.

This correlates with Reception data identifying the previous cohort as having strong literacy skills across the board.

Straddling two sites has continued to challenge our effective planning processes and COVID-19 restrictions impacted on community access inside our site.

As we plan for our transition to Paracombe we are consciously also transitioning our families through shared events.

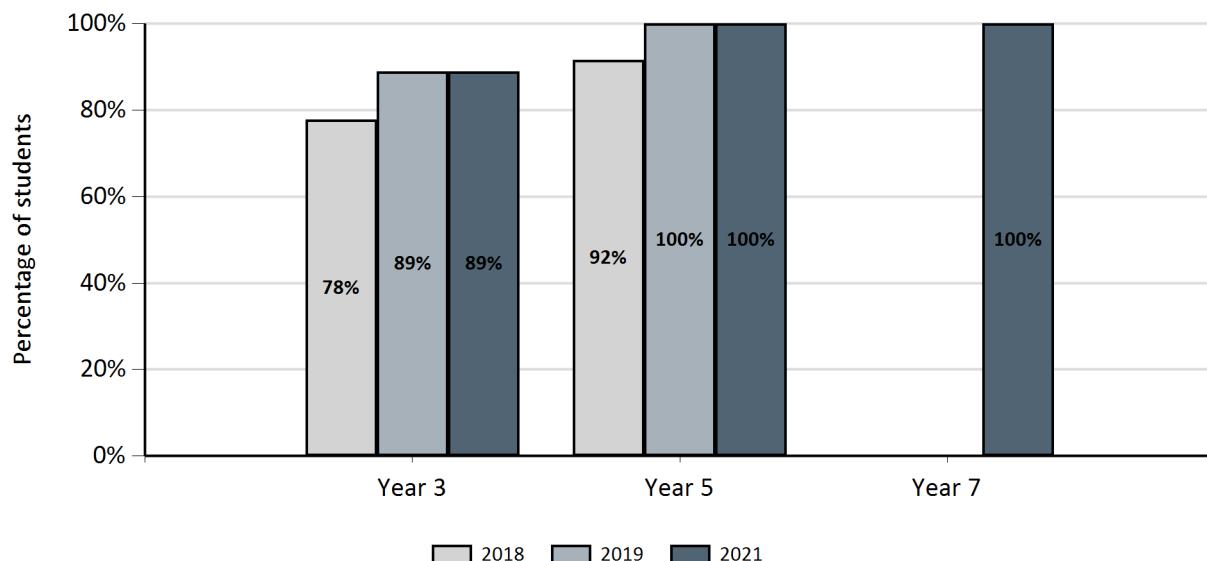
Collaborative visits with peers will be accessed in 2022 and new communication channels trialled.

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

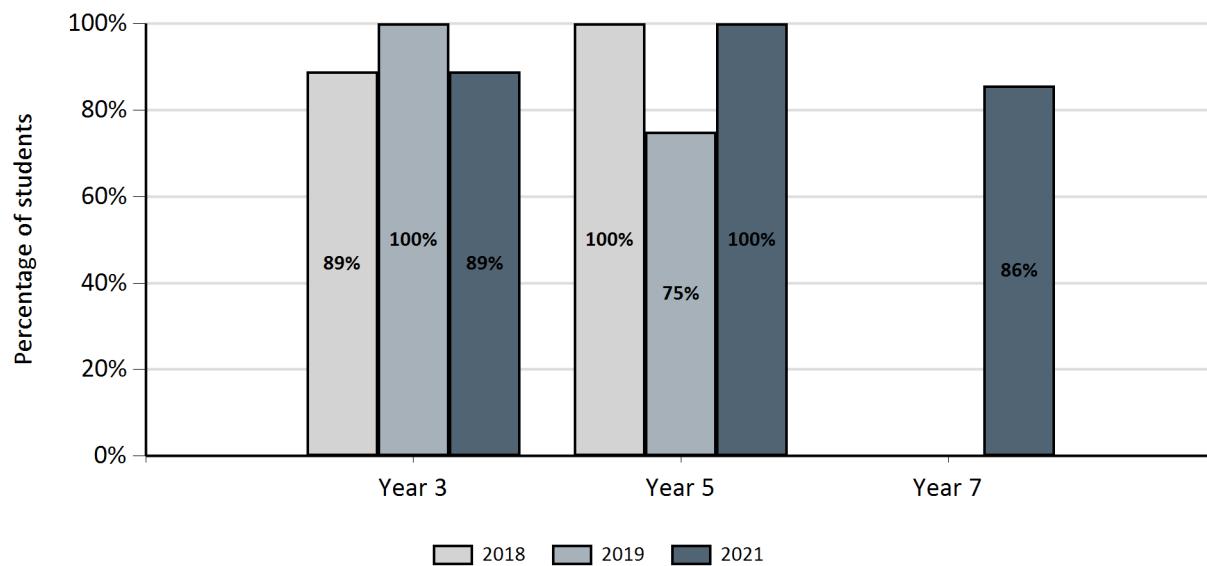


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	86%	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 ^A		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 2021	9	9	5	1	56%	11%
Year 3 2019-2021 Average	9.0	9.0	4.5	2.0	50%	22%
Year 5 2021	8	8	4	2	50%	25%
Year 5 2019-2021 Average	8.0	8.0	4.5	1.5	56%	19%
Year 7 2021	7	7	3	0	43%	0%
Year 7 2019-2021 Average	6.0	6.0	3.0	0.5	50%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

^Aincludes 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 2021: Data Informed Planning

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

Additional SSO support for smaller focus groups.

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

High achievement in phonics screening.

School performance comment

PAT testing in 2021 confirmed that we achieved strong at year level performance with a marginal lift for the cohort. High achievement in Numeracy is a focus for our new SIP.

Little or no change in progress groups – some cohort dips match increased absence and wellbeing concerns for a small number of students.

Our Year 5 students with reading difficulties are now finding it much more complex to sort the mathematics from worded problems, reflected in a lower HB attainment in Numeracy.

Year 3 Writing improvement is showing the impact of a consistent focus on early synthetic phonics through our implementation of the Initialit program. Strong improvement at Year 3 – SEA & HB

Goal 1 Target 2021 - Writing

8 of 10 continuing students will achieve SEA or above in Year 3 Naplan with 2 students achieving in Higher Bands - Exceeded
(Yr 3 100% SEA & 3 HB, Yr 5 7/8 SEA Yr 7 100% SEA & 2 HB)

Goal 2 Target 2021 - Reading

In Year One Phonics check 7/8 students will achieve SEA (28) or better 6 of 7 students will achieve SEA in Naplan with 2 in Higher Bands. – maintained Yr 3-5 progress with no increase, Exceeded HB in Year 3&5 (Yr 1 4/7 above SEA, Yr 3 7/8 SEA & 5 HB, Yr 5 8/8 SEA & 4 HB Yr 7 7/7 SEA)

Goal 3 Target 2021 - Numeracy

In Year 5 100% of students will achieve SEA, 3 will achieve in Higher Bands.- achieved HB near achievement
(Yr 3 8/9 SEA & 2 HB, Yr 5 8/8 SEA & 2 HB 1 near, Yr 7 6/7 SEA 2 near HB)

Running Records have been impacted by our decision to prioritise the acquisition of full phonetic knowledge rather than quickly moving to leveled readers. The impact has been that after a slower entry to leveled readers there is an acceleration through the latter half of Year One to above state performance. Medium to Upper Progress from Year One to Year Two in Running Record collection.

“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 Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.”

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	100.0%	95.8%	95.8%	95.8%
2019 centre	96.3%	94.6%	95.0%	89.8%
2020 centre	100.0%		93.8%	95.4%
2021 centre	98.2%	76.8%	90.9%	91.4%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2018	2019	2020	2021
Reception	95.0%	95.7%	91.9%	94.6%
Year 1	95.4%	92.4%	94.5%	91.7%
Year 2	94.9%	95.2%	95.0%	92.7%
Year 3	94.3%	93.8%	96.5%	93.3%
Year 4	95.9%	91.1%	94.1%	94.1%
Year 5	96.1%	93.0%	93.6%	92.0%
Year 6	96.3%	92.0%	94.9%	94.6%
Year 7	94.9%	96.7%	95.0%	91.9%
Total	95.3%	93.4%	94.4%	93.2%

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

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

Attendance comment

All absences are followed up with most families informing of absence in a timely fashion via Konnective or phonecall. As COVID-19 restrictions eased we saw more families taking short holidays.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	8	8	8	8
2019	14	15	16	17
2020	16	N/A	16	13
2021	14	14	15	15

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

Behaviour support comment

Positive behaviour choices and respect for each other and our environment guides our interactions.

Parent opinion survey summary

20 of 50 school families responded to the school survey and 7 of 16 families responded to the preschool survey.

Whilst positive in general with commentary on improved communication, information sessions for curriculum information were identified as an area for improvement.

We took specific note that less access to our buildings meant a lessened interaction with our learning programs. Comments indicated greater information about learning programs would be good with specifics about individual children.

"Some information about what is being taught in literacy and numeracy and how to support this at home would be great, especially since face to face contact has been limited at times due to COVID."

" Some regular feedback about how learning is progressing and if there are concerns would be helpful, beyond interview and reports. The quality of information in the report and interview was very good this year."

Preschool feedback also noted the impact COVID had and included:

Houghton Preschool has surpassed all of my expectations. My child is genuinely thrilled to attend, his literacy and numeracy development has increased dramatically.

Love the outside nature play learning facilities. Love that the children are encouraged to take risks and not be afraid to get wet and muddy during outside play.

The teaching and learning is excellent, the care is compassionate and nurturing, and the communication we receive is meaningful and reassuring. We couldn't ask for anything more from her first formal learning experience.

The nature play area is fantastic, it allows our daughter to get amongst nature and enjoy different flora and fauna.

I am also a strong believer that nature is a natural healer.

We would like to thank the educators for their time in helping our daughter learn.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
327 - Paracombe Primary School	85.0%	66.7%	60.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	26.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	68.4%
U - UNKNOWN	1	5.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

Most of our graduating students attend Banksia Park International High School (12). Other schools included, Birdwood High (2), Prince Alfred, Blackfriars Priory, Pedare, Kings Baptist, Our Lady of Hope. Our continuing challenge is students being offered transition to Private schools prior to graduation.

Relevant history screening

Volunteers are required to have a current working with children check (WWCC). Applications are started by the school and volunteers are emailed information to complete an application online. The volunteer and school are notified the outcome by email. COVID-19 reduced the number of new volunteers processed.

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	7
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021.

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	4.6	0.0	1.8
Persons	0	6	0	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021.

Financial statement

Funding Source	Amount
Grants: State	\$1,056,888
Grants: Commonwealth	\$9,600
Parent Contributions	\$16,022
Fund Raising	\$1,669
Other	\$0

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

2021 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 2021 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	Additional SSO time and self funded Pastoral Care Worker supported the overall participation and engagement of students.	Small group work and 1:1 support provided engagement in individual programs.
	Improved outcomes for students with an additional language or dialect	Additional SSO time supported individuals.	Next steps for individuals supported.
	Inclusive Education Support Program	1:1 supported by additional SSO time.	Individual pathway progress.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Additional funding supported smaller cohort work through Initialit and Quicksmart 1:1 intervention.	Individual progress tracked and celebrated.
Program funding for all students	Australian Curriculum	Teachers were released to work with peers to moderate Australian Curriculum. Teachers engaged in Mathematics training programs through Orbis and Thinking Mathematically. Release to work with Brightpath moderation in writ	Writing improvement noted at Year 3. Next steps identified for students.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Additional staffing to support composite class year level focus.	Next steps for individuals noted.
	Specialist school reporting (as required)	N/A	N?A
	Improved outcomes for gifted students	N/A	N?A

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Additional staffing to support small group work.	Literacy gains as evidenced in Prelit screening.
Inclusive Education Support Program	one teacher release day to support planning. Additional staffing was self funded.	Individual plans in place.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.