Snowtown Primary School
Annual Report
2013
Context

School Name: Snowtown Primary School  School Number: 0742
Principal: Fione Love  Region: Yorke and Mid North

The student population is complex and reflects a diversity of socio-economic backgrounds. Snowtown has a high proportion of male students (60% boys) and enrolment growth numbers are in the lower years. (R-2 46%) Families work in Snowtown, nearby towns or on surrounding farms

The school is a Category 2 on the DECD Index of Disadvantaged Schools. In 2013 the school has 3 classes– R/1, 2/3/4, 5/6/7

2013 Highlights

- The Anzac day ceremony/Student SRC induction provided the opportunity to bring together the whole community and school in a positive and proactive manner
- Whole school gardening utilising our facilities, promoting healthy eating, working together as a staff, community and students
- The Snowtown Primary School (SPS) open morning show cases our specialists learning areas to parents and community
- The SPS Christmas concert celebrates our successes as a community, with student performances, intermingled with student produced movies highlighting our school's unique identity and resources
- Land care day brought all small schools together, giving students an opportunity to increase their social network and learn about ways in which to sustain a healthy environment
- Bridges from poverty professional learning enabled all staff to attend the professional learning day, in order to develop a better understanding of our families and strategise for improved learning and well being outcomes
  - Anne Baker Maths project engaged staff in professional learning across sites. Snowtown hosted a successful professional learning session, with one class being a demonstration lesson
  - Quick Smart Maths, an intervention programme, aimed at the primary years and specifically targeting students with numeracy needs was introduced to improve student achievement
  - Multi literacy has been introduced as an intervention programme, aimed at the primary years and specifically targeting students with literacy needs
A whole school approach to a scheduled collection and analysis of data, to identify waves of intervention and monitoring the success of intervention programmes has been implemented.

School and community run Active after school programme, promoting healthy and active activities.

Participation in the regional Amazing Literacy Race a whole school approach to the application of literacy in an active and engaging manner based around Sheena Cameron comprehension strategies.

Book week provided community events where students invited parents and people of significance to share their favorite book with them. Students participated in a book parade centred on book characters.

The Community Library assistant in conjunction with classroom teachers and parents actively encouraged participation in the Premiers Reading Challenge and this resulted in 100% achievement.

A whole school camp to Port Hughes provided the opportunity for students to be engaged in learning about the history of the Copper Coast, participate in cooperation games and develop a more cohesive school community. Parents were invited to attend a BBQ dinner.

Report from Governing Council

A report from the Governing Council, including major decisions and achievements.

Site Improvement Planning

The priority identified in the Site Improvement Plan was Reading Comprehension. The following are the key actions taken towards the priority:

- Increased frequency of running records
- Shared engaging curriculum and teaching strategies
- Used the Australian English curriculum as a planning and reporting tool
- Connected the learning with whole school events
- Identified students using NAPLAN and PATR data, who required early intervention strategies. We mapped all students into intervention waves 1, 2, 3. We analysed the data and explicitly taught to the gaps
- Introduced Multilit as intervention programme
- Initiated reading groups based on the running record data
- We conducted an open morning, showing our intervention and specialist teaching areas. At the open morning we provided a parent information session on Jolly phonics and how to engage their child in reading at home throughout the years
- Parent teacher interviews: shared data and set goals with students
- Informed parents of additional literacy support and means of supporting them at home

Outcomes achieved:
- 75% of students met the expected growth rate for their year level from previous year Pat R results to current year Pat R results
- 60% of students in Year 3, 5, 7 are in the middle/upper NAPLAN achievement bands.

Running Records:
- 50% of year 1 students achieved the Regional standards of levels 11 – 15.
- 66% of year 2 students achieved the Regional standard 15 of higher. (Levels 15+)

Analysis of the data indicated that the school will need to focus on reading comprehension strategies, and expand across the curriculum in 2014.

The Term 4 Student Free day was utilised to set new targets and strategies for 2014

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Student Achievement

YMN Literacy Project with Deslea Konza

![Chart showing oral language total as percentage for Snowtown PS Class R/1 - AJ & CP](chart.png)
The above graph indicates that there has been an improvement in oral language for all R/1 children who participated in the Literacy Project. The strategies employed in this project are planned to be shared and used by all teachers.

**NAPLAN**

**Year 3**

80% in numeracy
40% in reading
40% in writing
60% in spelling and
60% in grammar

**Year 5**
The Year 5 NAPLAN data indicates that the following percentage of Year 5 students were at or above the standard:
0% in numeracy
50% in reading
0% in writing
0% in spelling and
50% in grammar

The Year 7 NAPLAN data indicates that the following percentage of Year 7 students were at or above the standard:
60% in numeracy
80% in reading
100% in writing
80% in spelling and
100% in grammar
The NAPLAN growth data for years 5-7 shows satisfactory growth in reading. Numeracy growth is an area for further attention. The Quick smart intervention strategy that was introduced during 2013 may have a positive impact on this.

Student Data

Attendance

Student attendance has had significant improvement with an increase to above the region’s targets 2012 88.50% to 91.3% (highest rate in 5 years) Aboriginal attendance improved from 90.90% to 96.4% (highest rate in 6 years).

Behaviour Management

Safety Audit October 2013
**Safety Audit**

Safety audit indicated students have increased in their sense of safety in the school and yard, from 77.6% to 94%. Students are more able to solve issues in the yard, without endangering the safety of others or themselves. Suspensions and exclusions have dramatically decreased. Whole school Behaviour Strategies and support was reviewed by staff.

### Client Opinion

**Student Opinion Data**

**LEADERSHIP AND DECISION MAKING**

<table>
<thead>
<tr>
<th>Are you safe in the yard</th>
<th>yes</th>
<th>no</th>
<th>unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/1</td>
<td>94.5%</td>
<td>95%</td>
<td>0%</td>
</tr>
<tr>
<td>2/3/4</td>
<td>78%</td>
<td>95%</td>
<td>17%</td>
</tr>
<tr>
<td>5/6/7</td>
<td>60%</td>
<td>92%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>77.6%</td>
<td>94%</td>
<td>17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you have an issue in the yard are you able to solve it?</th>
<th>yes</th>
<th>no</th>
<th>unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/1</td>
<td>5%</td>
<td>17%</td>
<td>33.5%</td>
</tr>
<tr>
<td>2/3/4</td>
<td>19%</td>
<td>17%</td>
<td>31%</td>
</tr>
<tr>
<td>5/6/7</td>
<td>13%</td>
<td>8%</td>
<td>34%</td>
</tr>
<tr>
<td>Total</td>
<td>12%</td>
<td>14%</td>
<td>32.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you safe at school?</th>
<th>yes</th>
<th>no</th>
<th>unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/1</td>
<td>94.5%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>2/3/4</td>
<td>78%</td>
<td>89%</td>
<td>11%</td>
</tr>
<tr>
<td>5/6/7</td>
<td>53.5%</td>
<td>77%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>75%</td>
<td>88.6%</td>
<td>11%</td>
</tr>
</tbody>
</table>
This school is well organised this year

Students get to make decisions about things like school rules

I am involved in making decisions about my education

There are a number of different ways I can be involved in making decisions about the school

**SUPPORT OF LEARNING**

<table>
<thead>
<tr>
<th>SL1</th>
<th>My teachers give me extra help when I need it</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL2</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>SL3</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>SL4</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>SL5</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>SL6</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>SL7</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

- **Strongly Disagree**
- **Disagree**
- **Neutral**
- **Agree**
- **Strongly agree**
- **Don't know**
SL2  I really want to learn at my school.
SL3  The ways my teachers manage the class helps me to learn
SL4  The library/resource centre has lots of resources
SL5  Students know how they are expected to behave at school
SL6  My teachers expect me to do as well as I can
SL7  If I am having difficulty learning something, my teachers always help
SL8  Staff would take good care of me if I was sick at school
SL9  My school is clean
SL10 The school encourages students to have a sense of pride in their achievement
SL11 Everyone takes good care of the school
SL12 Students at this school are encouraged to achieve to the best of their ability
SL13 I use a variety of interesting learning materials
SL14 there is someone at school that I can talk to if I have problems
SL15 I feel safe at this school
SL16 Students at this school are well behaved
SL17 My school is well looked after
SL18 There is lots to do at school during recess and lunch time

RELATIONSHIPS & COMMUNICATION

RC1 I get on well with others at my school.
RC2 Students at my school are friendly.
RC4 I get excited about the work I do.
RC5 It is easy to make friends in this school.
RC6 I really like to go to school each day.
RC7 I know how well I am doing in class.
RC8 My teachers regularly discuss my progress with me.
RC9 I can easily talk to my teachers or other adults at school when I need to
RC10 Students get along with each other pretty well at my school.
RC11 Students from all backgrounds and cultures are treated fairly at this school
RC12 In my school, we learn about different cultures.
RC13 I am happy to be at this school.
RC14 Students are encouraged to participate in school events.
RC15 I get information about what is going on in the school.
RC16 I like trying new things.
RC17 I like to help others.

Parent Opinion Data
SUPPORT OF LEARNINGS

1. Staff are supported by the school in the management of students' behaviour.
2. This school has high educational expectations of the students.
3. Students at this school are encouraged to achieve to the best of their ability.
4. Teachers at this school care about how their students are going.
5. Our school environment is focused on learning.
6. Teachers here have high learning expectations for all students.
7. Our school's programs provide for the needs of every student.
8. Teachers at this school use strategies which enable students to be life-long learners.
9. This school provides a safe and secure environment.
10. This school provides good management of students' injuries and illnesses.
11. Discipline problems at our school are handled fairly.
12. Our school has effective procedures to address bullying and harassment issues.
13. This school encourages students to have a sense of pride in their achievement.
14. There are effective student behaviour management procedures in the school.
Staff Opinion Data

RELATIONSHIPS & COMMUNICATION Part 1

1. I am happy with the opportunities I have to discuss and receive feedback on my work performance.
2. I have opportunities for effective communication with other staff.
3. I am supported in discussing issues with other staff.
4. Parents’ input is valued in this school.
5. Staff and students at this school care about each other.
6. There is good communication between staff in this school.
7. I am encouraged to discuss and share teaching methods and strategies with other teachers.
8. Teachers feel appreciated for the work that they do in this school.
9. Teachers can freely express their opinions or concerns to other staff at this school.
10. There is a broad variety of communications that inform parents about the school.

RELATIONSHIPS & COMMUNICATION Part 2

1. Staff at the school respond appropriately to students’ and parents’ concerns or suggestions.
2. Our school keeps parents informed of what goes on at the school.
3. Our school involves the staff in developing the school’s vision.
4. There are positive relationships between teachers and students at this school.
5. I feel I belong in this school.
6. I am happy to be at this school.
7. Staff at this school respect each other.
8. Students from all backgrounds and cultures are treated fairly at this school.
9. Staff at this school care about each other.

LEADERSHIP & DECISION MAKING

1. Staff are encouraged to pursue professional development.
2. This school is well organised this year.
3. I have appropriate opportunities to be involved in decision making.
4. My professional needs and interests are met by the professional development provided by this school.
5. I am happy with the quality of feedback I receive on my work performance.
6. Parents have the opportunity to participate in decisions about their children’s education.
7. There is supportive leadership in this school.

Parent comments

- All the teachers do a fantastic job with helping the kids learn and achieve
- The students get great support in everything they learn
- The relationship with the teachers is fantastic. They are so welcoming to all parents/grandparents etc
- Permanent principal for the next 5 years the leadership will also improve greatly
- I agree we are involved but not sure we really have a choice. I do trust the leaders and believe they are doing their best
- Overall, Snowtown Primary is a fantastic school. Very supportive staff and they always go out of their way to help when need be. (in some situations that are difficult)

Staff Comments

- 100% improvement in staff relationships and overall happiness
- Kids are happy at school
- Kidsmatter will help address the parents feeling like they are contributing to authentic decision making
- Best results in 15 years

- Parent comments reflect our school values and indicate a common values set
- Parents are feeling welcome and a part of the school community
Students strongly agree with

- Get on well with others at the school
- Believe their school reports are accurate
- Students from all backgrounds and cultures are treated fairly
- Believe teachers give them extra help when they need it
- Believe the school is well organised

Focus areas (neutral)

- Believe not all students are friendly
- Not always excited about their learning
- Not always easy to make new friends
- Don't always like going to school each day
Accountability

National Partnerships

Quick Smart Maths

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-Mean</th>
<th>Pre-SD</th>
<th>Post-Mean</th>
<th>Post-SD</th>
<th>Gain</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Quick Smart Students</td>
<td>6</td>
<td>27.8</td>
<td>9.304</td>
<td>44.533</td>
<td>11.798</td>
<td>16.733</td>
<td>1.575</td>
</tr>
<tr>
<td>Indigenous QS Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison Students</td>
<td>4</td>
<td>45</td>
<td>6.781</td>
<td>48.875</td>
<td>6.261</td>
<td>3.875</td>
<td>0.594</td>
</tr>
</tbody>
</table>

- Effect Sizes below 0.2 are considered poor, with an appropriate range of growth over an academic year for a student cohort established as within the range of 0.2 to 0.4;
- Effect Size scores of 0.4 to 0.6 are considered strong;
- Effect Sizes between 0.6 and 0.8 are considered very strong; and
- Effect Size scores above 0.8 represent substantial improvement of the order of approximately three years’ growth.

Our Quick Smart Maths students achieved an effect size of greater than three year’s growth.

Student Mentoring

The student Mentoring Programme is a school based initiative to support students across years 5 to 7 who are at risk of disengaging from school. The purpose of the strategy is to increase student engagement, well being and learning achievement through one to one or small group student mentoring.

This programme was coordinated by an SSO who engaged community members to provide one and one and small group mentoring. This was an ongoing programme, with 4 students involved and 3 community mentors.
Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>13</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td></td>
</tr>
</tbody>
</table>

Please note: Staff that 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**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>5.20</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

**Financial Statement**
Instructions for Using the School Annual Report Template

This template has been provided to aid in the development of your school annual report. It has been designed to meet all the requirements detailed in National Education Agreement, Schedule E – Student Reports and Annual Reporting to the School Community as well as legislated requirements under the Education Act and other National Partnerships reporting requirements. Full details of the requirements can be obtained from the Essential Requirements 2013 document at http://www.decd.sa.gov.au/quality/

Click on the Performance Reporting link on the left.

Please note: The data for your report will be available in SPeRS early November 2013

Please note all highlighted <comments> in red should be deleted from your report. They are there to help guide you with the content of your report. Any sections that are not relevant for your site can be deleted. Please ensure you also delete this instruction page from the template. You also need to replace ‘School Name’ on the front page of the report with your school name.

Data for your Reports

- Data for your report can be found in the SPeRS report Data for Annual Report. It has been formatted so you can simply copy and paste the tables and charts you require from this document to your template. If you find the tables and charts in this report do not meet your needs, as in the past, you may also choose to use the Data Profiles or the Site Summary Report in SPeRS. NAPLAN data may also be sourced from the Student Data Warehouse.
- A separate report for Teacher Qualifications and Workforce Composition data will be available from the Reports section in SPeRS. The text in black in the Teacher Qualifications section in the template must remain in the report. No other comments are required for these sections.
- Finance data will come from your End of Year Profit and Loss Statement. You can choose to enter the data in the table provided in the template or attach your End of Year Profit and Loss Statement as an appendix.
- School Opinion Survey data will no longer be available in SPeRS. For those using the national School Survey tool reports will be available in that system for use in your annual report.
- Senior Secondary data will need to be sourced from your school data.

Hints and Tips for Formatting your Report

- For copying and pastings from PDF documents e.g. Running Records or Opinion Survey please check out the following document http://www.decd.sa.gov.au/accountability/files/links/SPERS02_Copying_from_PDF_v.pdf

Contact Details

For any queries regarding the data sets or the annual report templates please contact Data Management and Information Systems:

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Phone: 8226 1467