



Rendelsham Primary and Preschool

2020 annual report to the community

Rendelsham Primary and Preschool Number: 375

Partnership: South East Coast & Vines

Signature

School principal:

Mrs Emma Howell

Governing council chair:

Amy Chambers

Date of endorsement:

23 February 2021



Government
of South Australia
Department for Education

Context and highlights for the combined site

Our school and preschool prides itself on our strong community focus. We are a small school & preschool with children coming from the nearby fishing township of Southend 12km away and families from Rendelsham and its surrounding farming area. The rural setting provides a peaceful, welcoming ambience.

By car, Rendelsham is ten minutes from Millicent and Southend, fifty minutes from Mt Gambier and four hours from Adelaide. Positive behaviour is encouraged through respect for one another and an understanding of watching out for each other.

2020 saw the successful voluntary amalgamation of Rendelsham Primary School and Rendelsham Kindergarten. We are now known as Rendelsham Primary and Preschool.

Student movement into and out of the learning community is generally minimal. The majority of our children move on to Millicent High School.

Less than 35% of the students are School Card holders. This site has an Index of Disadvantage 6.

2020 ended with an enrolment of 29 school children and 9 preschool. The staff comprises of a Principal, two full time teachers, two part time teachers and five support staff.

School teaching programs are directed by the Australian Curriculum and students learn Japanese through the Open Access College. This year we were very fortunate to become involved with the Song Room program for the first time.

2020 HIGHLIGHTS

The children at RPPS have enjoyed a focussed and stimulating learning program. This year the COVID-19 pandemic had an impact on the amount of enrichment activities that our children were involved in. We had a higher amount of on-site activities.

Enrichment opportunities included:-

Beach Picnic Hot Shots Tennis Clinic National Tree Planting Day Aunty Michelle visit

Book Day Combined Schools Day with Beachport PPS SAPSASA District Athletics Gardening Cooking Visiting Motorbike Rider Josh Burdon Dentist Visit

Camp Out Day YELP Red Cross Refugee Visit Patch Theatre

Culmination Days (netball & Football) Professor 7Wells Boneham Cottages visits

Remembrance Day Service Public Library Visits Transition (Preschool-School and Primary-High) Concert

Scrub Kindy

All school students completed the Premier's Reading Challenge.

Governing council report

Rendelsham Primary & Preschool embraces the motto "Proud of our Children - Proud of our School" which we had the opportunity to demonstrate on numerous occasions of this year. Being our first year of amalgamating with the kindergarten we have set ourselves up for an even stronger foundation moving forward as a learning community.

Governing Council meet twice per term and consists of twelve members and the Principal. The Finance Committee met prior to Council meetings where Budget Reports were monitored to ensure that funds were spent for the benefit of the students including staffing and class structure. The Grounds Committee's main focus for the year has been our amalgamation. A highlight for the year has been updating our logo and school uniform.

In 2020, we operated with a preschool & 2 school classes - Reception/1/2/3 and Year 4/5/6/7. Council supported the Site Improvement Plan & Preschool Quality Improvement Plan with their focus on improving learning outcomes in English & Mathematics.

Councillors valued staff attending Professional Development offered by approving Pupil Free Days. PFD's allowed staff to attending training in such things as Seven Steps, Big Ideas In Number, AITSL training, Natural Maths etc. Additional PFD's were allocated by DfE this year due to the COVID-19 pandemic.

Governing Council supported the budget; subsidising excursions, travel to performances as well as training and development opportunities for staff. This year we purchased 10 new ipads for the Junior Primary class.

The Governing Council oversees the Tuck Shop which provides lunches for the students once a week and is operated by volunteer parents. This is a very valued service that our school's community provides.

The Parent Club, as a sub-committee of the Council, continued to support the school by providing special lunches and some fund raising as well as helping with the organisation of beach picnic and camp out day.

School quality improvement planning

Fluency in both writing and mathematics. This led our Site Improvement Plan, as well as Professional Development Plans being focussed around these identified areas. Teaching staff attended training & development during 2018 & 2019 around the Seven Steps of writing, with one attending in week 0 of 2020. This year we embedded this into our programming; helping to increase the quantity and quality of all students' writing. Staff participated in Brightpath this year and have actively moderated children writing samples both "in house" and with support of our SLLIP and the Brightpath team. All staff members attended Professional Development around the Big Ideas in Number, with follow up to occur in 2021. Teaching staff also attended Natural Maths PD. All children within the school have a writing and number based goal that is reviewed and updated as appropriate. Upskilling in the area of Interoception helped our children and staff in what could potentially have been a quite stressful year, helping children to identify their feeling and emotions and regulate their bodies to enable them to be powerful learners.

Looking ahead to 2021 we will "sharpen the saw" with our foci on writing by engaging more deeply in the Brightpath program & building our capacity to moderate using the Brightpath scale to measure children's growth. Big Ideas in Number will become an area that we work collaboratively with other sites around. Ensuring that our children all have a solid foundation of number skills to become more capable and fluent problem solvers.

Communication has continued to be a strong point between school and home with use of our Face book pages (public and private) and School Stream app. complimenting newsletters, notes, phone calls, emails and face-to-face chats. This year we introduced online learning and the See Saw app as a way of having direct communication and sharing of learning between school, preschool and home. Parents have made comment that they really value the high levels of communication, especially given the year that we have had.

Preschool improvement planning - review and evaluate

Area 1.Educational program and practice. Educators continued to work with/use daily Preschool Literacy and Numeracy Indicators as the base for individual planning. Educators focused planning through Jane Lemon's digging deeper philosophy while taking a closer look at the indicators, as well as using inquiry through LDAR professional learning.

Area 2.Children's health and safety - every child participated in the Child Protection Curriculum. Individual learning plans reflected identified needs - shared with families. Daily checks of the environment outdoors. Daily opportunities for physical play and outdoor nature learning. Child input into site policies. Infectious diseases alerts as required and general health information available for families . Annual CAFHS preschool checks were offered to families in Millicent.

Area 3. Physical environment- General maintenance updated. Continued garden planting with children.

Area 4.Staffing arrangements - Sally Gower became our first teacher as a school based preschool. Sue Varcoe supported Sally & the children on Tuesday's when numbers were higher than 10 and on Thursday's at Scrub Kindy. Relevant professional learning opportunities accessed by all staff linked with both site and SECAV Partnership goals.

Area 5.Relationships with children - Relationships were developed with all children and their families. Educators maintained relationships through supportive conversations, family involvement with preschool/school activities, excursions and See Saw. Regular newsletters, conversations, high participation rates at events, celebrations of learning at end of year and transitions were a great way for educators and families to connect.

Area 6.Collaborative partnerships with families and communities. Daily access for families to children's learning folders and plans (located sign in area). The introduction of See Saw as a direct method of communication with families has been a highlight of the year. Collaboration with school learning, enrichment activities and celebration events. Involvement in our Scrub Kindy program, learning experiences cooking & gardening. An Early Years subcommittee was formed as part of the Governing Council.

Area 7.Effective leadership - Policies were reviewed and discussed at Gov Council Meetings, Training opportunities were taken up and completed including the formation of a PLC and Jane Lemon days. Regular PQIP self assessments/reviews were built into the site review process. We have an empowered, passionate and well informed Governing Council. Educators participate in regular self assessment processes and evaluate their work to discover the impact they have on children's learning within the planning cycle and through accessing regular Professional Learning to support improvement. All staff have developed PDP's and meet with leadership regularly to discuss and review.

Improvement: Aboriginal learners

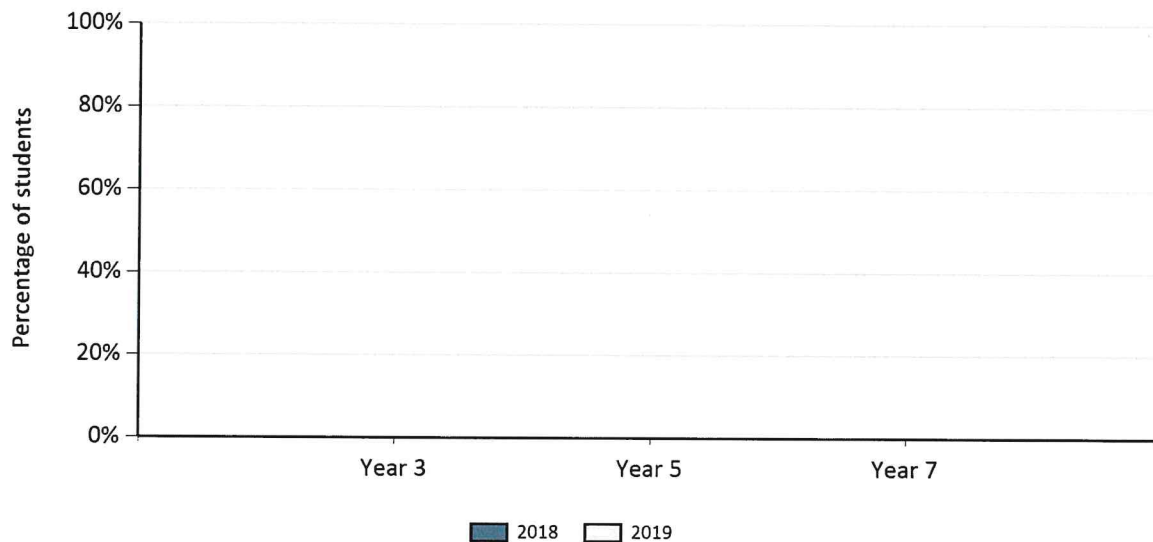
N/A

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

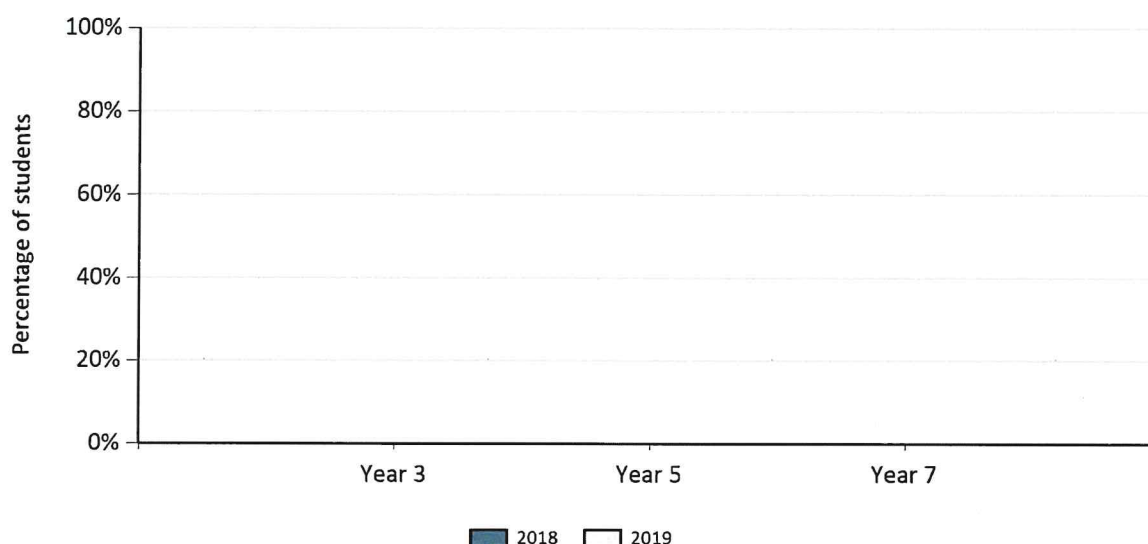


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	25%
Middle progress group	*	*	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%.

Numeracy

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Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-2019 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*

*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

As a school that 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.
There was no NAPLAN in 2020.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	100.0%	100.0%	100.0%	93.8%
2018 centre	100.0%	95.8%	100.0%	83.3%
2019 centre	100.0%	100.0%	43.5%	81.2%
2020 centre	87.0%	96.8%	75.0%	99%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	97.5%	89.1%	91.9%	83.4%
Year 1	95.8%	91.8%	91.6%	89.0%
Year 2	91.8%	97.0%	97.3%	82.7%
Year 3	95.1%	92.6%	94.1%	88.4%
Year 4	92.2%	93.8%	91.2%	94.3%
Year 5	93.5%	90.1%	93.6%	84.9%
Year 6	95.8%	90.9%	86.5%	92.3%
Year 7	N/A	96.2%	88.4%	91.9%
Year 12	N/A	N/A	N/A	100.0%
Total	93.9%	92.6%	91.7%	87.7%

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

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

Attendance comment

In 2020 our attendance levels remained higher than state average, we generally see a significant drop in early term 3 due to our children coming from rural and fishing families who take holidays around seasonal work. This year however, due to the border restrictions that were brought into place as a result of COVID-19 this didn't happen.

We believe the high attendance rate demonstrates the high value families in our rural setting place on quality early childhood education services.

Our Supported Play program attendances are also extraordinarily high and match these percentages.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	4	4	4	4
2018	6	6	6	6
2019	3	3	3	3
2020	7	8	8	9

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.

Preschool enrolment comment

Numbers continually grew throughout the 2020 preschool year. We finished with 9 children enrolled in our preschool program. Seven of these are 4 year olds; one is under guardianship and the other identifies as being Aboriginal. Our unfunded Supported Play program for 2020 has maintained enrolments and in Term 4 we had four regular enrolments attending for our full day session. Playgroup continued to run every second week, with an average of 11 families attending each week.

Behaviour support comment

Behaviour is managed in accordance with the site policy and procedure. Classroom management and the insistence on compliance with the School Values accounts for the majority of behaviour conducive to a supportive learning environment.

Working out of the classroom for a short length of time is generally the highest consequence instigated for the majority of our students.

In 2020 there were several internal-suspensions and three take home suspensions.

We have consulted and worked closely with our Department for Education Behaviour Coach to support a family who have been highly effected by trauma. All staff have upskilled in the area of helping children with self-regulation through Interoception.

Strong communication with parents and care givers has resulted in their support for action taken in most cases.

Client opinion summary

This year 89% of staff all took part in the staff survey (8 out of 9). Of these 100% indicated that they have a high level of engagement & are appreciative of the openness and accessibility to leadership. The lowest percentile is 94% in the area of Personal Job Perceptions. This indicates that for 2021 leadership need to be a bit clearer in roles and expectations of staff.

Students in years 4-6 took part in the Well Being and Engagement Collection early in term 3. With the understanding that this survey is about the whole child, and not simply "school centred" we have shown a strength for considering all aspects of children's lives. Given the year that we have had with COVID-19 effecting so much of our lives, we were not surprised by some of the results shifting slightly away from the more positive. A concern is how many children feel that they are not getting enough sleep, with further discussions finding a variety of reasons behind this from worries and concerns to an increase in screen time.

This year 8 of our parents took part in the Parent survey. Overall the results of the survey are positive. With parents expressing that they feel that their child is important and that we have a respectful environment. In 2021 we will dig deeper into parent feedback that they would like to know more about how to support their child's and to look into classroom communication being more consistent from room to room.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
375 - Rendelsham Primary and Preschool	100.0%	100.0%	100.0%	75.0%
9045 - St Anthony's Catholic Primary School	0.0%	0.0%	0.0%	25.0%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	12.5%
Transfer to SA Govt School	7	87.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination comment

For 2020 we have 75% of our children continuing at Rendelsham Primary & Preschool. Families see us as a 'one stop shop' in the early years and our very close, frequent connections & interactions between the preschool & school right throughout the year as an important advantage for their children. Transition into school is often remarked on by families as a 'non event' in Rendelsham, meaning that it is a barely noticeable and a seamless move after long associations between all educators and children. They demonstrate high levels of confidence. Two of our preschool children will be following their older siblings to the local Catholic Primary School in Millicent Saint Anthony's. 100% of our year 7 students moved on to Millicent High in 2020.

Relevant history screening

The process in place meets DfE compliance requirements for management of Working With Children Check. All records are maintained on site. Copies of clearances are maintained on site and requirements for recording data in EDSAS are met. The Administration Officer oversees the management of the Working With Children Check records with regular review of the process by the Principal. The site based system is efficient with new applications made through the online system.

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	5
Post Graduate Qualifications	0

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	3.0	0.0	2.2
Persons	0	3	0	4

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

Financial statement

Funding Source	Amount
Grants: State	\$907,385
Grants: Commonwealth	\$0
Parent Contributions	\$10,078
Fund Raising	\$2,474
Other	\$71,884

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	Classroom Support, Interception: Professional Learning, equipment, SSO time to support. What's the Buzz program purchased	Zen Den, children self-regulate more independently - continue in 2021
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Intervention programs, Speech Programs, in class support, 1:1 or small group support, individual programs where necessary, SSO support in & out of classroom setting	All speech programs & MiniLit completed. Huge Progress made.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	The most is made of opportunities which address isolation be it distance or small numbers of students in cohorts. The DfE bus based at the site enables groups to attend nearby schools for sport and performances. Costs of performances, sport, excursions, working collaboratively with other schools were some of the ways R&IS was accommodated.	A wide range of experiences provided to all students which all benefited from. Teachers encouraged to attend PD relevant to the SIP, Partnership and PDPs.
	First language maintenance & development Students taking alternative pathways IESP support	The Numeracy & Literacy funding was used to support professional learning for teachers, purchase of resources.	
Program funding for all students	Australian Curriculum	Planning and Moderation PD for teachers. Release time for data collection, moderation, analysis & PD	Planning for "stretch" Confident in assessing & allocating grades
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Investment in teacher professional development is a priority of this site. Funds were also directed to staffing to provide small group and intervention support.	Teachers using Brightpath scale 2021 - MiniLit, MultiLit & Quicksmart
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Early Assistance Grant was used to fund support staff to assist with PQIP goal of improving the use of mathematical language.	Data & observations showing huge improvement with all children's language goals.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Staff upskilled in area of interoception. Tools & equipment purchased to assist children with self-regulation.	Children's language & ability to identify feels & needs has grown markedly. Common language across site helps children with consistency
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.