

Rendelsham Primary and Preschool and Rendelsham Preschool

2022 annual report to the community

Rendelsham Primary and Preschool Number: 375

Rendelsham Preschool Number: 6561

Partnership: South East Coast & Vines

Signature

School principal:

Mrs Emma Howell

Governing council chair:

Amy Chambers

Date of endorsement:

21 February 2023



Government
of South Australia
Department for Education

Context and highlights for the combined site

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

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

Student movement in and out of the school is generally minimal. The majority of our students move on to Millicent High School.

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

2022 ended with an enrolment of 30 school children and 8 preschool. The staff comprises of a Principal, three full time teachers, one part time teacher and four support staff. Teaching programs are directed by the Australian Curriculum and students learn Japanese through the Open Access College. The year we were involved in our third year of the Song Room Program.

2022 HIGHLIGHTS

The children at RPPS have enjoyed a focused and stimulating learning program. This year the COVID-19 pandemic continued to impact on the amount of enrichment activities that our children were involved in during the first half of the year.

Enrichment opportunities including:

Insect Investigators, Beach Picnic, Swimming Lessons, YELP, Public Library Visits, Gala Day, Lions Mad Minute, Book Week, Basketball Skills Clinic, Basketball Round Robin, Sports Day SAPSASA District Athletics, Gardening, Cooking, Patch Theatre, Scrub Thursday's, Camp Out Day, Whole School Camp, Remembrance Day Service, Transition (Preschool-School and Primary-High), Concert.

Governing council report

Rendelsham Primary & Preschool embraces our motto of "A Village of Learners" which is strongly backed up by our values: Nurture, Challenge, Thrive.

Governing Council meet twice per term and consists of ten 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.

In 2022, the school operated with 3 classes, Reception/1, years 2/3 and years 4/5/6. Council supported the Site Improvement Plan and Preschool Quality Improvement Plan with their focus on improving learning outcomes in Mathematics & English.

Councillors valued staff attending Professional Development offered by approving Pupil Free Days. PFD's allowed staff to attend training to support our SIP & PQIP priorities. Governing Council supported the budget; subsidising excursions, performances and the Whole School Camp, as well as the training and development for staff. This year we purchased 20 new laptops to replace the PCs in the resource centre.

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 our beach picnic and camp out day.

School quality improvement planning

Increasing achievement in both mathematics and writing, were identified as continued priorities by staff as the core business of our work for 2022. This informed our Site Improvement Plan, as well as Professional Development Plans. Teaching staff attended PD based around Mathematics. This year we formed PLCs and worked closely together other local small schools in the area of maths. This work has been supported by the Curriculum Development Team as well as our Curriculum Lead. Staff have been actively involved in learning sprints, with the support of their PLCs and Curriculum Team. This work will continue into 2023.

Looking ahead to 2023 we will our deep dive into our mathematics goal, with professional development, collaborative work with other local schools, and PLCs informing our practice, ensuring that our children have solid foundational skills to enable them to become capable, confident problem solvers.

Communication has continued to be a strong point between school and home with use of our Face book pages (both Public & Private), See Saw and School Stream complimenting newsletters, notes, phone calls, emails and face-to-face chats. Families have the ability to use the school stream app. to make notification of absences, which has been used frequently. We will be migrating form EDSAS to the EMS system in term 1 of 2023, which promises to help streamline communication even further.

Preschool quality improvement planning

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 a combination of Reggio inspired planning, 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 continued as our preschool teacher. Sue Varcoe supported Sally and the children when needed. Tarina Jones helped to deliver intervention programs such as speech. Relevant professional learning opportunities accessed by all staff linked with both site and SECAV Partnership priorities.

Area 5.Relationships with children – Strong 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 consistent use of See Saw as a direct method of communication with families has been a highlight, especially with COVID at times restricting who was on site. Collaboration with school learning, enrichment activities and celebration events. Involvement in our Scrub Thursday program, learning experiences cooking & gardening.

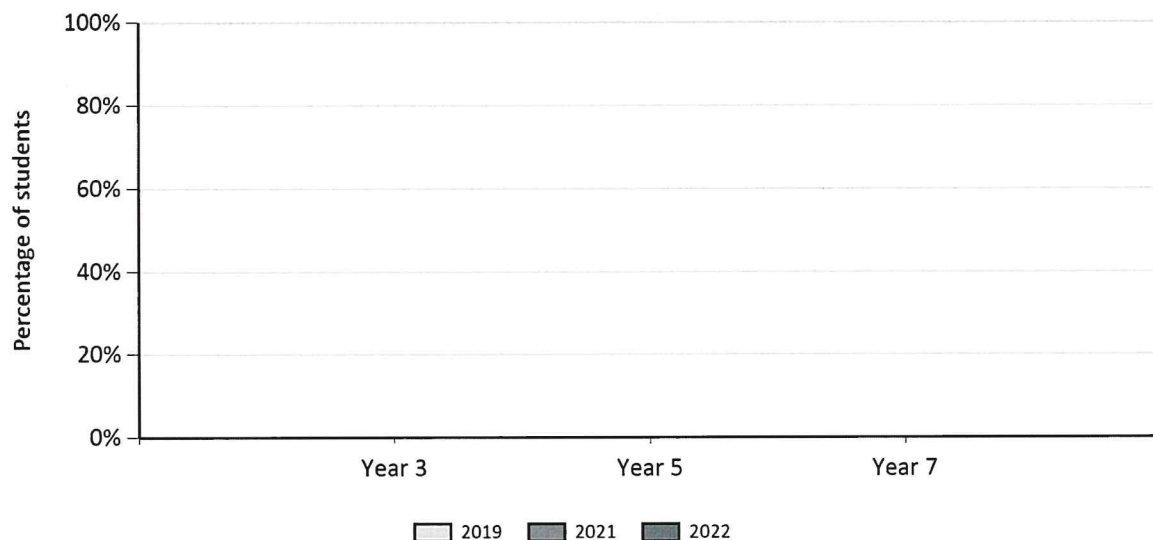
Area 7.Effective leadership - Policies were reviewed and discussed at Gov Council Meetings, Training opportunities were taken up and completed including PLCs. PQIP step 4 built into site review process. We have an empowered, passionate and well informed Governing Council. Educators participate in regular self-assessment processes and evaluate their work to reflect on the impact they have on children's learning within the planning cycle. All staff have PDP's and meet with leadership regularly to discuss and review.

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

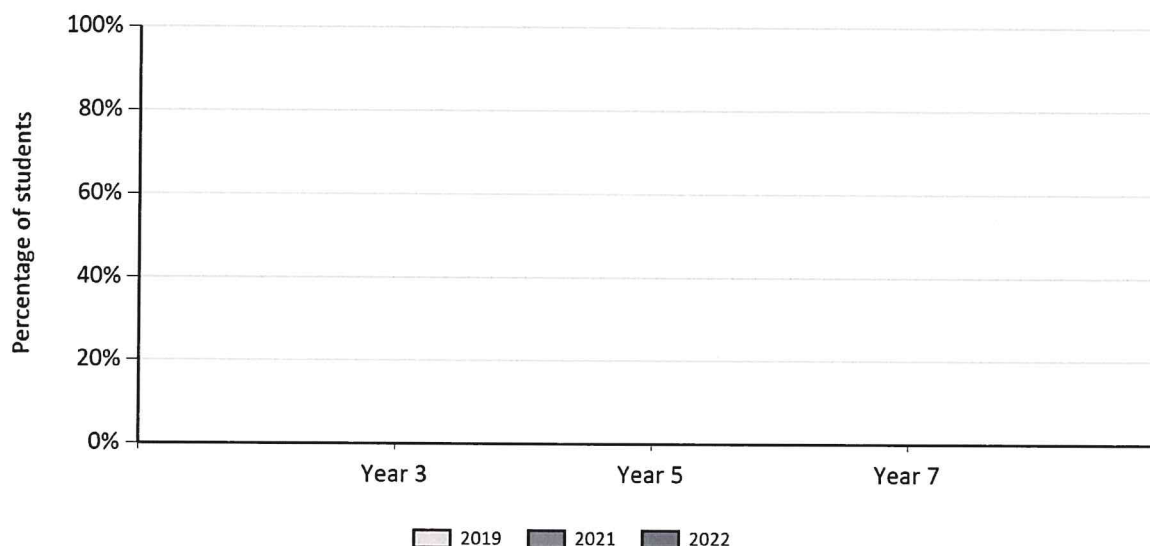


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

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

N/A

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

N/A

School performance comment

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
2019 centre	100.0%	100.0%	43.5%	87.9%
2020 centre	87.0%	96.8%	76.3%	87.7%
2021 centre	88.6%	86.4%	92.4%	92.4%
2022 centre	93.7%	85.5%	95.7%	92%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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	2019	2020	2021	2022
Reception	91.9%	83.4%	93.0%	80.9%
Year 1	91.6%	89.0%	93.7%	86.9%
Year 2	97.3%	82.7%	95.3%	88.6%
Year 3	94.1%	88.4%	90.4%	90.6%
Year 4	91.2%	94.3%	91.3%	86.3%
Year 5	94.3%	84.9%	89.5%	88.0%
Year 6	86.5%	92.3%	90.0%	86.8%
Year 7	88.4%	91.9%	94.4%	N/A
Year 8	N/A	N/A	N/A	N/A
Year 9	N/A	N/A	N/A	N/A
Year 10	N/A	N/A	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	100.0%	N/A	N/A
Secondary Other	N/A	N/A	N/A	N/A
Total	91.9%	87.7%	92.2%	86.7%

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

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

Attendance comment

Some families go on extended family holidays after the fishing season each year. Their absence can be tracked as they move through the year levels. Parents are more mindful of timing extended seasonal travel. In line with the site Attendance Policy, staff do their utmost to follow up 'Unexplained Absence' and address late arrivals. The use of School Stream is becoming more common practice. COVID has had a significant impact on attendance this year.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	3	3	3	11
2020	7	8	9	10
2022	9	9	8	8
2021	6	6	6	8

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

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 2022, however we have had a few incidents resulting in further consequences such as internal suspension and a take-home.
In 2022 we have updated our Behaviour Policy, and will work through a "user friendly" version as part of our beginning of year with our children.
Strong communication & consistency between school/preschool and home continue to support our children.

Parent opinion survey summary

This year 7 of our parents took part in the parent survey. Overall the results of the survey are very positive. With parents expressing that they feel that they have strong relationships, we have respectful relationships and receive useful feedback from the school. We will continue to build consistency between classes in 2023 in the level of communication our educators provide on our online platforms.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
375 - Rendelsham Primary and Preschool	100.0%	75.0%	75.0%	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 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	75.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

All four of our Year 6 students are moving to Millicent High School.
All 8 of our eligible preschool children are coming to our school setting.
We have very strong transition programs which help our children and their families to feel comfortable, confident and connected as they move into the next phase of their education.

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	11
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	4.8	0.0	2.2
Persons	0	6	0	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$1,500
Parent Contributions	\$13,407
Fund Raising	\$4,388
Other	\$3,885

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

2022 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 2022 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: PD, SSO time, What's the Buzz program, gardening club, Song Room	Children upskilled in self regulation; sense of belonging & calm, relationships built with adults & different peer groups
	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 & group programs where necessary, What's the Buzz, gardening, YELP	Only 1 child requiring intervention at the end of the year.
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	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 or the whole school to attend nearby schools for sport and performances. Costs of performances, whole school camp, sport, STEM, swimming lessons, working collaboratively with other schools were some of the ways R&IS was accommodated. The numeracy & literacy funding was used to support professional learning for teachers, purchase of resources.	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.
Program funding for all students	Australian Curriculum	Planning and Moderation T&D for teachers. Release time for data collection & screening, moderation, analysis & PD.	Planning for "stretch" Confident in screening and planning for where learners are at.
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	Three school classes Intervention Programs
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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 PQJP goal of improving & increasing the use of mark making	Data & observations show a huge improvement with all children's mark making goals
Inclusive Education Support Program	Staff continue to build knowledge and skills in the area of self-regulation through Interoception Tools & equipment purchased to assist with self-regulation Speech program delivered for 3 children.	Staff continue to build knowledge and skills in the area of self-regulation through Interoception Tools & equipment purchased to assist with self-regulation
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.

