



Snowtown Primary School and Snowtown School Based Preschool

2020 annual report to the community

Snowtown Primary School Number: 742

Snowtown School Based Preschool Number: 6684

Partnership: Mid North Clare

Signature

School principal:

Ms Patricia Boschetti

Governing council chair:

Ms Jemma Michael

Date of endorsement:

22 April 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

In 2020 Snowtown Primary School had 50 students. Our class structures were R/1/2, 3/4/5 and 6/7. We self-funded our School Based Preschool which had 4 enrolments.

2020 has been an unprecedented year with the impact of COVID-19 both globally and locally. The virus moved us into new agile ways of learning and working and accelerated positive and constructive change, particularly in the use of technology. During brief periods remote learning was provided for some students and all students experienced changes in learning delivery. A short state-wide lockdown in Term 4 also occurred. Staff collective action ensured that these changes ran smoothly.

NAPLAN testing in 2020 was cancelled. Many of our events were cancelled or modified as we innovated our way through extraordinary circumstances. For a time weekly assemblies were held using technology but soon moved outside to allow for physical distancing. We still managed to host families at the end of year concert (under altered conditions), moved the Year 7 Canberra trip to Adelaide, won the Combined Sports Day, hosted families at our Book Week event, held the Splash Carnival, Science Fair, The Amazing Literacy and Numeracy Race, Harmony Day and KidsMatter Afternoon. We participated in the RSL Remembrance Day event.

COVID-19 was a significant and ongoing concern throughout the year which had an impact of student and staff wellbeing and morale as well as the community at large. As a site we worked to reassure our students, staff and families and maintained high hygiene standards. We continued to highlight and prioritise wellbeing and made the most of new opportunities such as the Virtual Cross Country, Jump Rope for Heart, initiated Be Active Days and daily walks which saw us win the Stepping it Up for Reconciliation award.

Our facilities were improved with the completion of new kitchen facilities and a new Tech Studies/Art area at the end of the year. The asphalt was replaced which has made the western school entrance much safer and more inviting.

I am so proud of how we as a powerful learning community have all worked together with perseverance, innovation flexibility and resilience to not just survive but thrive in 2020.

Governing council report

The beginning of 2020 saw Snowtown Primary and School Based Preschool burst out of the gates ready for an exciting year ahead. Little did we know that by the end of Term 1, we would be flying blindly into uncharted territory.

Snowtown Primary and School Based Preschool's response to COVID, I must say, was second to none. The staff took it in their stride and did absolutely anything and everything to help their work colleagues, parents and especially, their students to cope with the overwhelming tidal wave of change. This just shows the dedication to our children's wellbeing and education that Snowtown Primary and School Based Preschool has.

Even though restrictions were in place, the students still had such great opportunities in 2020. Opportunities such as SAPSASA, The Amazing Literacy and Numeracy Race, Harmony Day, Sportsday - which saw us take out the shield and also come first in Corner Spry - well done everyone! Students also did the Virtual Cross Country, a Gratitude project - The Rosemary Bryant Nursing Foundation art prize competition with a runner up and 3 shortlisted, Primary Mathematics Association Maths and Numeracy Powerful Learner Challenge Winning and Highly Commended entries, National Reconciliation week winners, Be Active Days, Colours Day - which had students raise money for the Snowtown Hospital, Jump Rope for Heart, Science Fair, Tennis Hot Shots and plenty more throughout the year.

We are so lucky in our small school to have such big opportunities. We have After School Sports which, thanks to Megan, give the children great access to many different sports throughout the year. We also have a music teacher which is really amazing for the kids as well. Paul has given kids the feel good magic of music by offering Drum and Guitar lessons, running the choir and introducing new instruments such as the Boom Whackers during music lessons.

To the Governing Council team, Katrina Ebsary, Bernie Altmann, Belinda Stringer, Nicole McCauley, Kerry-Ann Cocks, Nick McCormack, Amanda Harris, Megan McGregor, Sarah McGregor, Emma Cronin, Hayley Flynn and Trish Boschetti, thank you for taking the time to be on the committee, your help and input throughout the year is very much appreciated and valued.

Well, we have made it through one of the most unusual years to date. We are braver and stronger than we have ever been and 2021 better be afraid because this year has proven that there is nothing that the staff and students of Snowtown Primary and School Based Preschool can't handle. I for one am very proud to say, well done everyone! What an amazing school we have!

School quality improvement planning

Our 2020 School Improvement Plan focused on student achievement in Reading R-2, Writing R-7 and Maths R-7.

Goal 1

We will develop and implement a rigorous, synthetic approach to teaching and assessing students' knowledge of phonics and decoding.

Through professional learning all educators have a stronger understanding of the relationship between phonological awareness, phonics and phonemic awareness. The assessment schedule was adjusted to include the Alphacheck and PASM at regular intervals. Heggerty and Elkonin boxes were introduced to add rigour to the literacy block. Nursery Rhyme Week was introduced site-wide in Term 4 which enhanced the phonological awareness program.

Goal 2

We will implement a common evidence based approach to the explicit teaching of authorial and secretarial choices based on the NAPLAN marking rubric, Brightpath teaching tools, Sheena Cameron writing resources & the Seven Steps writing approach.

The Brightpath tools were used for students to set writing goals, teachers to mark and moderate, provide feedback to students and the tool was used to set targeted teaching groups. A co-ordinated, sustained focus on a cycle of writing, assessing, analysing, planning, teaching writing, providing feedback to learners and targeting specific areas for writing growth was implemented across the site. Students showed strong growth in narrative, information report and persuasive writing. Information report writing was conducted on devices for students in Year 3-7.

Goal 3

We will develop and implement tools and strategies for students to be able to identify situations involving mathematics and explicitly teach skills so students can transit a situation involving mathematics across the strands using the proficiencies through the design of multi-step mathematical problem solving tasks, thinking routines and investigations to develop higher order problem solving. This has involved a site-wide focus on the Story of Mathematics and the 5 Drawers of Mathematics. Each class uses the STAR resolving a situation model to explore higher order thinking problems and discuss their reasoning. For the second year running we had success in the PMA Powerful Learners Maths and Numeracy Challenge with PMA four students winning Highly Commended Awards and the R/1/2 class winning a First Year Award.

Preschool improvement planning - review and evaluate

In 2020 our three key values were Play, Powerful Learners and Connections

The Preschool had one goal in their Quality Improvement Plan in 2020. The goal was for children to view themselves as mathematicians and numerate learners as they see, interact with and explore their world using the Numeracy learning processes. Educators had a specific focus on understanding, recognising, planning for and documenting the progress of all children using all of the learning processes to begin with.

Educators attended Maths Meets, participated in face to face professional learning on the Indicators of Preschool Numeracy and in Preschool Numeracy professional learning online. Texts were purchased to assist the conceptual understanding of educators.

Educators participated in the first year of the Learning Design Assessment and Reflective Practice in the Early Years (LDAR) inquiry and actions were linked to the PQIP. After critical reflection of observations of the learning processes and examining baseline data the inquiry question was refined to 'Where and how are children demonstrating verbally and non-verbally the numeracy learning processes of generalising, reasoning and communicating?' This inquiry formed the basis of our journey into exploring our pedagogical documentation and ways to improve it.

Our PQIP goal supports the Site Improvement Plan goals in the school and provides a basis for future maths and numeracy learning.

Improvement: Aboriginal learners

In 2020 our Aboriginal learner numbers increased from one to four. We had support from our new ACEO, Natalie Sommerville who has been a welcome addition to our site.

We took on the challenge of replicating the Corroboree Bridge Walk of 2000 and we won the Stepping it Up for Reconciliation Prize which will enable us to set up a meeting space in the Common Area in 2021. During our week of walking we walked further than the entire length of Kaurna Country. Our actions of walking together and focusing on historical moments show our commitment to Reconciliation as a process that involves Aboriginal and non-Aboriginal people walking together as equal partners in a shared future.

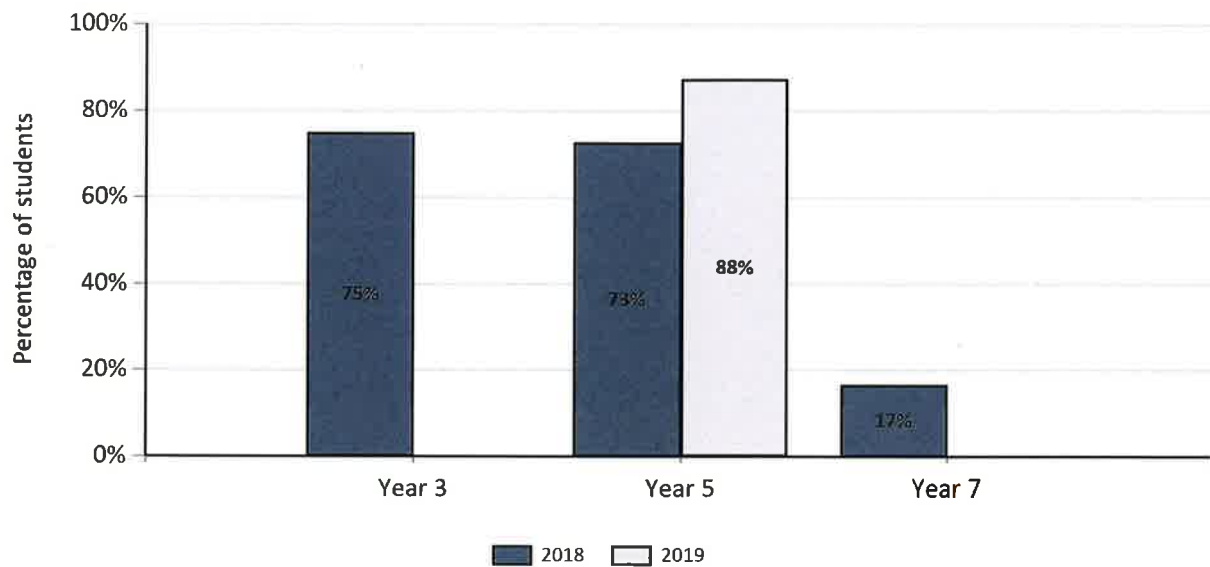
The progress and achievement of every Aboriginal learning is closely tracked, monitored and addressed. As a site we reviewed the Principles guiding improvement actions for raising Aboriginal learner achievement and our site focus for Aboriginal learner achievement in 2020 was Key Element 1 Data-informed planning. Specific activities undertaken included a review of the school-wide assessment and reporting schedule and amendments were made to the increase the frequency, analysis and follow up actions of some data sets. Data informed conversations and processes became more rigorous which led to early numeracy and literacy intervention for new students. Student progress is tracked and shared with families. All Aboriginal learners are transitioning from a Learning Plan to a comprehensive One Plan.

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

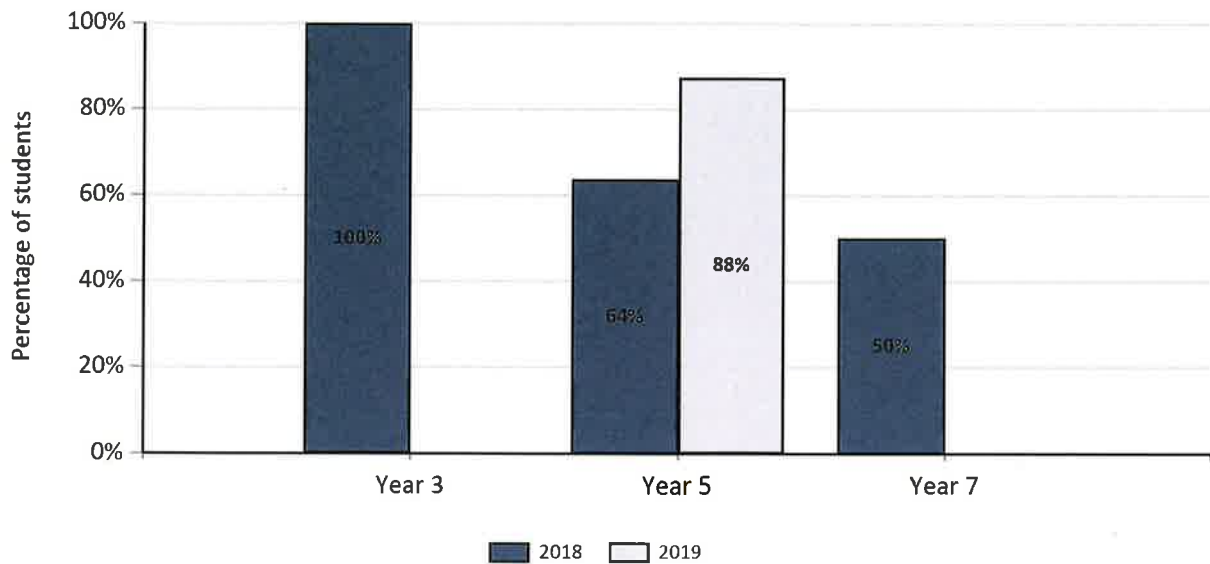


*NOTE: No NAPLAN testing was conducted in 2020.

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

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	0%	*	25%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	6.3	6.3	1.0	4.7	16%	74%
Year 5 2019	8	8	1	0	13%	0%
Year 5 2017-2019 Average	7.3	7.3	1.3	0.7	18%	9%
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

Due to COVID-19 NAPLAN was cancelled and therefore comparisons to 2019 or previous years are not possible.

We continue to monitor student progress through the use of A-E data, Brightpath writing data as well as PAT Reading and Mathematics, the Year One Phonics Check, reading levels as well as other assessment data.

Our PAT Data analysis revealed some students were struggling with more complex mathematical problems. There will be a stronger emphasis in 2021 on higher order problem solving, recalling facts and reasoning. Our reading comprehension data revealed that students have strengths and weaknesses across various areas. In 2021 a Reading Comprehension schedule will be developed to ensure that all reading comprehension skills are explicitly taught throughout the year.

Brightpath writing analysis revealed excellent progress across the site especially in information report writing and persuasive writing. Narrative writing improved but not to the same extent as the other two writing types.

The External School Review was conducted in Term One. The Review acknowledged the "dedicated and focussed attention to the previous directions at Snowtown Primary School. Clarity of this journey and its emphasis on intellectual stretch, feedback and developing powerful learners was evidenced by the panel." The Review acknowledged the "strategic and intentional attention to building a positive culture of learning."

The school was given three directions to implement in the next few years.

1. Improve student outcomes, by developing specific strategies that monitor and evaluate the impact teaching practice is having across all aspects of literacy and numeracy, then amplify and adjust practices accordingly.
2. Ensure all students achieve higher levels of learning across the curriculum, through strengthening teachers' capacity to design and implement differentiated learning experiences that provide ongoing opportunities for intellectual stretch and challenge.
3. Strengthen student agency in their learning, by building teachers' skills in regularly sharing learning progressions, assessment and feedback with students.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	100.0%	92.0%	100.0%	100.0%
2018 centre	97.1%	91.4%	82.1%	94.3%
2019 centre	96.0%	92.0%	60.0%	86.7%
2020 centre	100.0%	N/A	93.3%	91%
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	96.6%	88.2%	88.5%	87.7%
Year 1	93.0%	93.8%	91.2%	90.2%
Year 2	92.9%	94.7%	90.2%	88.3%
Year 3	93.6%	91.5%	94.5%	89.8%
Year 4	92.1%	89.2%	92.5%	96.9%
Year 5	96.1%	90.7%	89.2%	88.8%
Year 6	96.7%	90.6%	90.7%	86.4%
Year 7	91.5%	90.9%	88.3%	85.4%
Total	93.5%	91.1%	90.7%	88.9%

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

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

Attendance comment

At Snowtown we believe all learners benefit from regular attendance and engagement in educational programmes. The school achieved a 91% attendance rate which was impacted on by COVID Directions. Throughout the year students who were unwell (even mildly) were asked to stay at home.

The school continues to monitor attendance very closely, through regular contact between the school and families whose children have patterns of absenteeism. Non-attendance is followed up in a range of ways including text messages (daily texts, notes home, phone calls and meetings).

Regular and on time attendance is promoted at Assemblies with termly awards and class recognition of attendance. Ongoing concerns were followed up with DfE Support Services.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	5	5	5	5
2018	7	7	7	7
2019	5	5	6	6
2020	3	N/A	3	3

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

The enrolment of children in the preschool followed the DfE Preschool Enrolment Policy. The new immunisation requirements were adhered to including the required keeping of records.

Behaviour support comment

Our BM processes are based on the 'Play is the Way' program by Wilson McCaskill. This is used in the yard and also in all classrooms. The philosophy empowers learners to take ownership of their behaviours. The language is used consistently across the site and expectations are clear.

We focus on Restorative Practices so that conflict is discussed and relationships are restored. This supports our children to learn positive conflict resolution strategies. There is a strong focus on instilling the school values across the site. Supporting children to self-regulate their behaviour continues to be a focus. Through all of these processes we are seeing a decline in incidents.

Client opinion summary

Staff perception survey

Engagement is a measure of the extent to which staff are inspired, satisfied, committed and involved in their work and workplace. In 2020 the staff overall engagement rating was 95% which was up from 2018. The biggest gains were in areas of decision making, instructional leadership and site improvement perceptions. The lowest scoring area was 85% with staff indicating they want more award and recognition. These results will be followed up with all staff during 2021.

Parent opinion survey

2020 saw the introduction of a centrally managed parent engagement survey. There was an overwhelming positive response to the questions providing a positive endorsement to the current school directions. This survey did indicate that parents were seeking more support to assist their child's learning and developing routines around reading, studying and learning at home. This will be followed up in 2021.

Top 5 areas from parent opinion survey.

- People respect each other at this school
- I feel like my child is important at this school
- I receive enough communication from this school
- I know what standard of work the school expects from my child
- I have useful discussions with the school about my child's learning

Student opinion

Our internal collection processes showed the large majority of students are highly engaged in their learning and believe their educators have high expectations for their learning. Teachers treat students fairly and with respect was also highly rated. Students indicated a strong sense of belonging and of feeling safe at school.

Snowtown Primary School and School Based Preschool actively reviews opinion surveys and looks for ways to celebrate what is working and continually improve in all areas.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
742 - Snowtown Primary School	100.0%	100.0%	100.0%	100.0%

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	11.1%
Transfer to SA Govt School	8	88.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination comment

One student transitioned to a private school and the remainder transitioned to the local DfE High School.

Relevant history screening

Snowtown Primary School and School Based Preschool is compliant with the Department for Education Relevant History Screening processes and policy which relates to employees, volunteers, students and third party providers.

We are compliant with this and follow advice from auditors.

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	14
Post Graduate Qualifications	2

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	6.0	0.2	4.2
Persons	0	9	1	8

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

Financial statement

Funding Source	Amount
Grants: State	\$1,056,530
Grants: Commonwealth	\$21,400
Parent Contributions	\$13,693
Fund Raising	\$2,049
Other	\$1,580

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	Professional learning, targeted intervention. Heggerty program introduced. Staff release to mark and moderate Brightpath writing samples and develop targeted teaching programmes. Maths Meets.	Increased number sense fluency. Writing improvement. Improved phonics skills.
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect	N/A	N/A
Targeted funding for groups of students	Inclusive Education Support Program	Proactive programs - What's the Buzz, Interception activities across site to support self-regulation. SSO Support Mini Lit, Speech programs, Recalling Facts. Teacher release for differentiated learning design.	One Plans in place for all students with disabilities and targeted support.
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	Targeted intervention and stretch to support literacy and numeracy progress was facilitated by teachers and SSOs to work with small groups and individuals. Close tracking of ATSI students through student data analysis and the development of One Plans as a working document. Strategic use of ACEO and SSOs to support student learning. School owned bus is used where possible to reduce costs of transport for camps and excursions. Visitor performer subsidy used to promote access to The Arts.	Improved phonics and phonological awareness. Smooth preschool to school transition. Improved number sense and fluency in recalling facts. Improved writing.
Program funding for all students	Australian Curriculum	Professional learning in Maths and English. Teacher release to collaboratively design learning and moderate against the Achievement Standard. SSO training in literacy and numeracy. Employed music teacher for a term.	Improved teacher capacity to design learning, assess and moderate.
N/A	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding Specialist school reporting (as required)	To purchase resources, teacher and SSO training and development. Employment of SSOs to run/support numerous intervention programs such as Mini Lit, Heggerty.	Increased phonics and phonological awareness results. Mini Lit success.
Improved outcomes for gifted students	Specialist school reporting (as required)	N/A	N/A
Improved outcomes for gifted students	Improved outcomes for gifted students	Staff resources deployed to support upper band growth and students identified as high achievers in Maths and English and to move students to higher level bands.	Greater focus on differentiation to focus on students needing extending.

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	Educator release to assess oral language skills and work with speech pathologist. Educator release to attend LDAR days with numeracy focus.	Early identification of children requiring additional support. Quicker response from Support Services. Speech programs in place.
Improved ECD and parenting outcomes (children's centres only)	Parent sessions and meetings across the year.	Progress inhibited at times as families were not able to be on site.
Inclusive Education Support Program	N/A	N/A
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.