



Owen Primary School

2022 annual report to the community

Owen Primary School Number: 325

Partnership: Lower Mid North

Signature

School principal:

Mr Ashley Gardner

Governing council chair:

Mrs Elisabeth Marshman

Date of endorsement:

21 February 2023



Government
of South Australia
Department for Education

Context and highlights

Owen Primary School is a small, rural school, located 72km north of Adelaide in the Adelaide Plains of South Australia. It was established in 1883 and provides education for students from reception to year 6. The school is situated in the Owen rural community in the centre of a grain growing area in South Australia's lower mid north. The school is well placed in terms of facilities and resources, with up to date IT infrastructure and hardware. Owen Primary School hold the values of achievement, caring and excellence and a vision to be a caring school community & to create an exemplary environment in which people work independently and interdependently, where students have achieved their personal best as a result of planned interventions based on need and students have a high degree of ownership for their own learning.

This year, once again was filled with countless opportunities for the students of Owen Primary School.

We held our bi-annual school camp at the Woodhouse Activity Centre, with students participating in 3 days and 2 nights of team building tasks, challenges and outdoor activities. Our senior students once again participated in the Food and Fibre Science Investigation Awards with a great level of success, taking out first place in the year 6 category and 2nd place in year 5. Students were involved in educational programs such as an educational visit from Parliament SA, safety programs from BusSAfe, incursion from Life Education and multiple sports coaching sessions, including ultimate Frisbee, hockey and lawn bowls. Students also participated in many excursions across the year, including a whole school excursion to the museum and botanic gardens and team building challenges at the escape rooms at Mindshift.

Owen Primary School was represented well at SAPSASA events, with students making district teams in hockey, softball, soccer, football and netball. Our boys' basketball team also progressed through 2 qualifying stages to compete at the state finals, putting in a strong showing against much larger schools.

We made a number of improvements to school facilities and resources throughout the year. Most significantly, the toilet refurbishment which saw a much-needed facelift to our old, run-down toilet block. This included sealing concrete floors with ad-flex, installation of interior ceilings and external doors, new tapware, interior painting, fans and lighting and the enclosing of the toilets. We had work completed on the JP classroom with the removal of old sash windows and installation of new aluminium sliding windows. We created an Interception space to support students in the development and implementation of regulation strategies. We also saw some technological resource and infrastructure improvements, to further support our execution of a high-class education. This included upgrades to our fibre-optics, new admin server and new student laptops.

I would also like to acknowledge and thank Mrs Bess Marshman, as outgoing Governing Council Chairperson, for the significant impact she has had on our school. This is not just in her 5 years as council chair, but in many years previous as a highly engaged parent and member of our school community. We thank Bess for her years of commitment and she leaves knowing that Owen Primary School is a better place due to her efforts.

Governing council report

This year concludes my 5th year as chairperson of the Owen Primary School Governing Council. As I reflect back on my time associated with Owen Primary, I am grateful to have been able to send our children to such a great educational facility. The facilities both inside & outside the classrooms; teachers & support staff who genuinely care for & nurture the growth & development of the students; a strong community of support; and wonderful students, all come together to make Owen Primary School the successful school it is.

I have had conversations with a number of staff, who upon their departure from the school, consistently remark on the wonderful culture of the school and behaviour of the students. Without hesitation, these staff comment on how kind & inclusive our students are, and that it is this infectious culture that is a stand out factor that makes our school great.

At the Balaklava High School Presentation night at the end of 2022, 24% of awards were presented to old scholars of Owen Primary School; impressive statistics given that students from Owen Primary represent only approx. 10% of the students at Balaklava High. This is testament to the success of Owen Primary School.

The move to have year 7 students at high school has presented primary schools, particularly small primary schools, with added challenges to maintain a high level of education. This year, the Governing Council has continued its focus on maintaining and building student numbers. We have joined forces with Balaklava Community Children's Centre to offer after school care; participated in some learning ourselves about how we can improve links with the local community; continued to ensure the school is visually appealing; and seen the completion of facility upgrades including refurbishment of the toilet block and installation of large windows for the junior primary class to enhance the learning environment. We commence the 2023 school year, with an upward trend in enrolment numbers, an indication of the positive future for Owen Primary School.

I'd like to take this opportunity to thank all the dedicated staff who genuinely have the best interest of our children at heart; to the dedicated parents who volunteer their time and skills to make up our Governing Council; and the parents/caregivers who volunteer their time in other ways to support our great school.

As this year marks the end of my 17 years associated with Owen Primary School, from Play Centre through to year 7 for our 4 children, with 14 of those on Governing Council, I would like to wish the Owen Primary School, especially the Governing Council, all the best as they continue to support the education of the students, and continue to grow the wonderful community of Owen Primary School.

Bess Marshman
Chairperson, Owen Primary School Governing Council

Quality improvement planning

This year saw the end of the first year of our Site Improvement Plan Cycle. At Owen Primary School, we set ourselves 2 goals.

Goal 1: To maintain and increase student achievement in reading.

To achieve this goal, we believe that if we design reading instruction that explicitly teaches all elements of reading comprehension that effective readers use, then we will see an improvement in our PAT-R and NAPLAN reading results. Staff undertook significant training in the science behind reading and before, during and after reading strategies. This provided us with a deeper understanding of how reading develops and what activities best support this growth. Based on this work we created a Reading Statement of Practice, based on Scarborough's Reading Rope that indicated all key aspects of reading that we agree are most important for students and that we will explicitly teach. Every teacher implemented before, during and after reading activities into daily programs and included a blend of modelled, guided and independent reading activities to support the development of reading comprehension skills. Additional interventions were funded and instigated for students requiring additional support, revision or extension.

We exceeded our target of having at least 30% of students in years 3 & 5 (4 out of 13 students), achieve in the high bands in NAPLAN reading, with 41.6% of students achieving in the high bands.

We fell short of our second goal of at least 30% of students in years 2 to 6 (9 out of 30 students), will achieve in the high bands in PAT Reading, with 10% of students achieving in high bands in PAT Reading. Analysis of this data, particularly compared to our NAPLAN data, has lead us to undertake a review of how we facilitate PAT testing, as we believe testing conditions may have led to lower achievement than expected.

Goal 2: To maintain and increase student achievement in writing.

To achieve this goal, we believe that if we use Brightpath to embed a process of analysing student writing data, planning goals and next steps with a focus on writing conventions and undertaking teaching and learning to address these, we will see an improvement in our NAPLAN writing results.

Staff continued to work on the improvement of Brightpath processes, which included a reduction in the number of text types analysed over the course of a year. This allowed a greater focus on using the data to inform teaching and learning programs. Classrooms began to implement 'bump-it-up' walls to support student goal setting and to see examples of what the next developmental step in writing looks like.

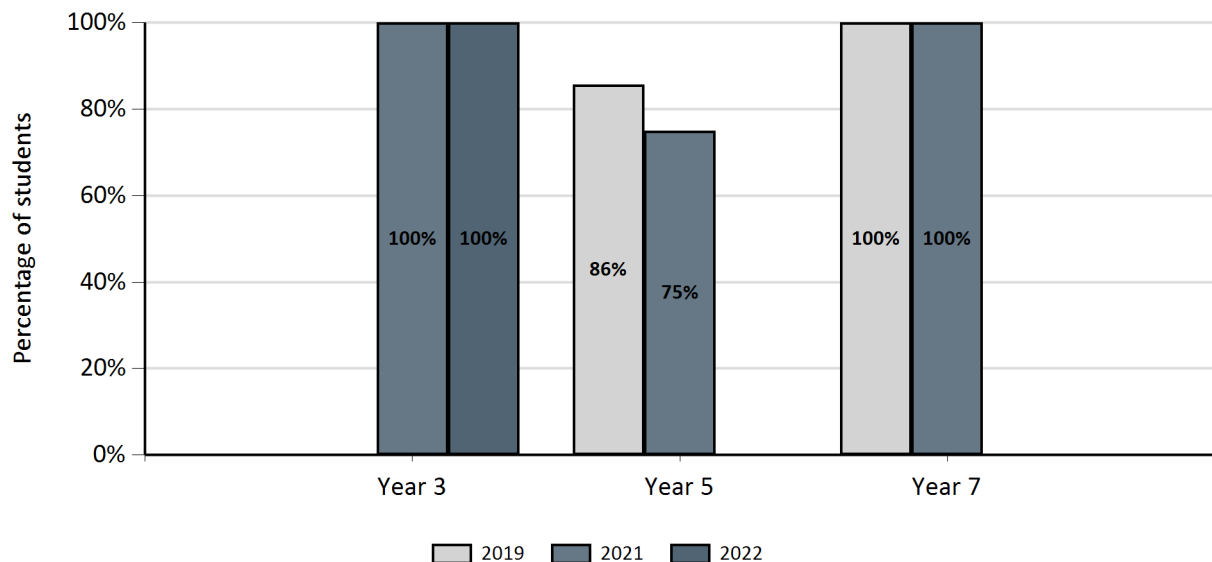
We exceeded our target of having at least 30% of students in years 3 & 5 (4 out of 13 students) achieve in the high bands in NAPLAN writing, with 33% of students achieving in the high bands.

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

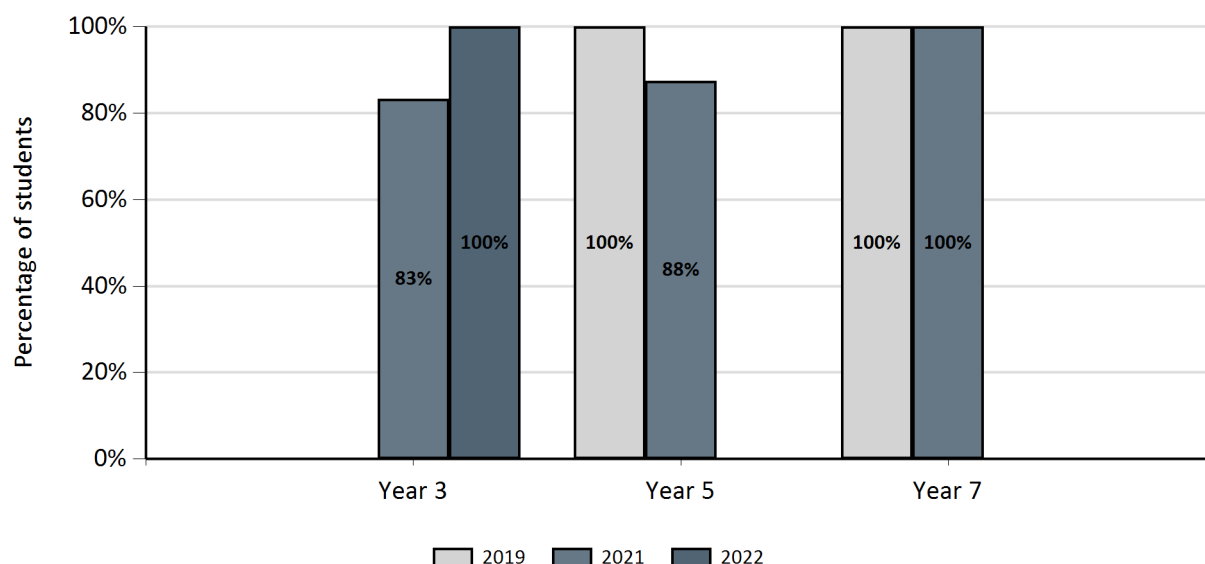


*NOTE: No NAPLAN testing was conducted in 2020.

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	7	7	2	2	29%	29%
Year 03 2021-2022 Average	6.5	6.5	2.0	1.5	31%	23%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	6.5	6.5	3.0	2.5	46%	38%
Year 07 2021-2022 Average	7.0	7.0	2.0	4.0	29%	57%

*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: Quality Teaching

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

As no Aboriginal students were enrolled at Owen Primary School in 2022, staff and students undertook a process of increasing cultural understandings and ensuring that a welcoming and sensitive environment is fostered for any future Aboriginal student enrolments. Students created their own Acknowledgement to Country and began working on a reconciliation action plan.

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

As Owen Primary School did not have any Aboriginal learners in 2022, we are unable to comment on this.

School performance comment

NAPLAN results were strong across year 3 & 5.

All students met SEA in numeracy, with 4/12 achieving in the high bands.

Similarly, all students met SEA in Reading, with 5/12 achieving in the high bands.

All year 5 students met SEA in all tests. All year 3 students met SEA in all tests, except 2 students in spelling and 1 in writing and punctuation and grammar.

PAT testing results indicated lower high end achievement.

19/22 students that sat the PAT reading test achieved SEA, but only 4 of those students achieved in the high bands.

In numeracy, 21/22 students met the SEA, but only 2 of those students achieved in the high bands.

Analysis of this data has prompted us to review our practices around PAT testing and how we administer these tests. A greater focus on when and how PAT testing is delivered will be implemented in 2023.

By the end of 2022, 11/12 students in reception and year 1 met the SEA in running records with 10/12 of those students meeting our Owen Primary School goals, which is several points higher than the SEA. The one student that did not achieve SEA has a diagnosed intellectual disability and working on a significantly differentiated learning plan.

Data from the year 1 phonics screening was very strong, with all students not only meeting the SEA, but students achieving a 37, 38 and 40/40.

Our Brightpath writing was based on information reports for year 2-6 and recounts for receptions and year 1s. Large growth was indicated between our pre and post testing results, with the average effect size equal to 1.3 across the school. This equates to more than 2 years growth in-between tests. The same model of pre and post testing will be utilised this year with narrative and recount our focus genres.

Attendance

Year level	2019	2020	2021	2022
Reception	91.0%	80.7%	85.5%	78.8%
Year 1	92.0%	94.5%	80.5%	73.8%
Year 2	98.9%	90.0%	92.8%	70.6%
Year 3	95.9%	89.5%	91.5%	80.7%
Year 4	95.2%	94.1%	88.0%	68.3%
Year 5	84.6%	94.1%	93.3%	92.4%
Year 6	92.4%	83.4%	95.6%	87.7%
Year 7	96.7%	89.2%	84.4%	N/A
Total	93.0%	89.9%	89.4%	79.7%

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

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

Attendance comment

Attendance was once again influenced negatively by a number of factors. The continued prevalence of COVID-19 had a significant impact on student attendance, with many students requiring time off due to positive cases and close contact guidelines. Families and schools were also asked to be more cautious than previously, with minor colds.

Owen Primary School's attendance rate in 2022 was 86.49%.

The school's focus on reducing unexplained absences was successful, with under 5% of all absences remaining as unexplained.

Behaviour support comment

In 2022, we had 0 system level consequences, which include suspension and exclusion.

Behaviour issues are managed based on our behaviour policy, with most minor incidents managed by classroom teachers.

More significant classroom or yard behaviour is followed up by the site leader, with logical consequences. All incidents requiring intervention by the site leader is communicated with the family. Restorative Practices underpin all follow up work from incidents of behaviour.

Parent opinion survey summary

Results from the Parent Engagement Survey were very positive, and reflected the targeted work and approaches the school has done over the last 2 years. The school received 12 responses to the survey.

Of note, 72% of responses agreed or strongly agreed that people at the school and teachers and students are respectful. 82% of responses feel that their child is important to the school.

Our focus on streamlining and increasing communication has been well received, with no negative responses to the statements "We receive enough communication from the school" and "The school communicates effectively".

Only 30% of responses agreed or strongly agreed that they receive learning tips to help their children learn, with 70% undecided or disagreeing with that statement. This paired with 60% of responders indicating that they would like the school to address their child's needs better or would like to know how to help address their child's needs at home has prompted plans for the 2023 school year. This includes a change to how we hold term 1 parent-teacher interviews to better facilitate learning discussions and 2 term 1 events, inviting parents to view literacy blocks in class and a parent reading night to help families feel more confident helping their children read at home.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	50.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	50.0%

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.

Relevant history screening

All relevant adults, including Governing Council members and volunteers have relevant screening history undertaken. Relevant policies and procedures underpin the processes for undertaking screening history and these are followed by all staff.
Due to lower numbers of volunteers in school due to COVID-19, only 2 screenings were processed in the 2022 school year.

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	

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	4.2	0.0	4.6
Persons	0	5	0	10

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

Financial statement

Funding Source	Amount
Grants: State	\$890,965
Grants: Commonwealth	\$3,400
Parent Contributions	\$10,879
Fund Raising	\$4,724
Other	\$0

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	Funding was used to implement small group programs to support students that are disengaged or at risk of becoming disengaged with school. These groups allowed targeted activities, at appropriate developmental levels, with opportunities to develop and maintain relationships with peers.	We saw an increase in attendance and engagement from a number of students, particularly on days when these activities were run.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Funding was used to employ support staff to implement interventions based on individual learning plans. This time was targeted primarily at key literacy and numeracy times, or at other times deemed important for individual students.	Strong progress was made against students OnePlans and individualised learning plans.
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	Various funding was used to support individual and small group learning opportunities. Funding was also used to provide students with educational experiences, that they may not usually get based on their geographical location. This included educational excursions and incursions.	Programs significantly supported the effective implementation of the Australian Curriculum and teacher teacher and learning programs. Students were able to utilise skills and experience real life situations, extending their learning from the 4 walls of the classroom.
Program funding for all students	Australian Curriculum	Funding was used to facilitate training and development for staff. More specifically, in the investigation and implementation of the DfE units of work.	Staff have gained a better understanding of the units of work and the strong pedagogies and planning that underpin them.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding was used to facilitate intervention programs for students requiring wave 2 & 3 intervention.	Students have shown progress against OnePlans and individual learning plans.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

