

Solomontown Primary School



A Proud Past, A Bright Future

# Solomontown Primary School

## 2020 annual report to the community

Solomontown Primary School Number: 406

Partnership: Pirie

Signature

School principal:

Miss Katina Athanasos

Handwritten signature of Miss Katina Athanasos in black ink.

Governing council chair:

Sam Anderson

Handwritten signature of Sam Anderson in black ink.

Date of endorsement:

4 March 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Established in 1897 Solomontown Primary School is situated in the Eastern most suburb of the Regional City of Port Pirie. The school is proud of its rich history and reputation for taking responsibility for the Primary education of members of the third generation of families living in the Solomontown area. Solomontown Primary School is committed to developing a community of powerful engaged learners. The culture of the school is guided by the Pirie Qualities of Respect, Responsibility, Confidence and Persistence. The school actively promotes the value of lifelong learning and is committed to providing a high quality, successful public school experience through the primary years in partnership with other schools and preschools for children and young people from Birth to Work.

Solomontown Primary is a Category 2 school on the Index of Educational Disadvantage. Students live with parents and carers and a number are cared for by grandparents and other family members. The school population reflects the diversity of the school: 76% of the total school population receive School Card Support, 18% are identified as a Student with a Disability and 25% identify as Aboriginal or Torres Strait Islander.

The school has 6 mainstream classes and hosts 2 Special Options classes for the Pirie Portfolio. An Early Years class with a maximum of 8 students and a year's 3-6 class with a maximum of 12 students. Both classes have full time SSO's and actively engage in alternative curriculum areas including swimming and visiting the Mid North Education Centre.

2020 was a challenging year with the Covid 19 Pandemic. There was a change of Principal during the Pandemic with Zoe Wecker gaining a position in Adelaide and Roy Winther coming in to support the school. Students worked hard from home for the first part of term two. Some families kept their children away from school for health reasons, for the first six weeks Parents were also excluded from the yard. We had to stop assemblies, canteen and volunteers and outside staff entering the school. Many of the normal functions of the school had to be stopped or modified. Excursions and camps were cancelled. In term three some of these restrictions were lifted and we could run assemblies with appropriate social distancing, parents had to sign in so we could track everyone if there was an outbreak. Despite these challenges as restrictions eased we celebrated One Hundred Days of School, Science week, SAPSASA Winter Carnival, Walk Safely to School, Jeans for Genes day, Pyjama Day/community breakfast, restarted breakfast club and canteen. Sports Day 2020 was another productive year of learning with many highlights, to name among many

## Governing council report

Solomontown Primary School Governing Council has a core number of long term, very committed members and it was nice to add some new members in 2020.

The Governing Council in 2020 comprised of 13 members including the Principal, Deputy Principal and staff representative. All office bearers positions were filled easily. The commitment of our council member in supporting children, young people and the staff in the school continued to be outstanding.

Governing Council lead most fundraising events held throughout 2020. Because of Covid19 some of these events had to be cancelled or were very restricted in the way they were carried out. We still managed to have hot cross buns, Kyttons lamingtons, then we also had a major fundraiser with design-a-brick to help update a paved area within the school.

Throughout 2020 the council had the significant issue to closely monitor the schools financial position and in making sure we adhered to the budget.

Our Governing Council members are very interested in the progress reports and improvements in both literacy and numeracy, and like to be kept informed of any changes being made to the learning process at Solomontown Primary School.

The Governing Council worked diligently in the reviewing in school policies, and also showed interest in the changes needed to be done towards reaching goals of the Site Improvement Plan.

## Quality improvement planning

The site began its targeted journey in further developing the Educators pedagogy in literacy, specifically The Big 6 in Reading. The Site Improvement Plan reflected this and together as a team, the school began its journey in understanding, implementing and further developing knowledge, skills and understanding within the Science of Reading, specifically the implementation of

- Decodable readers
- Systematic Synthetic Phonics curriculum
- Wave 1 intervention with the Heggerty curriculum

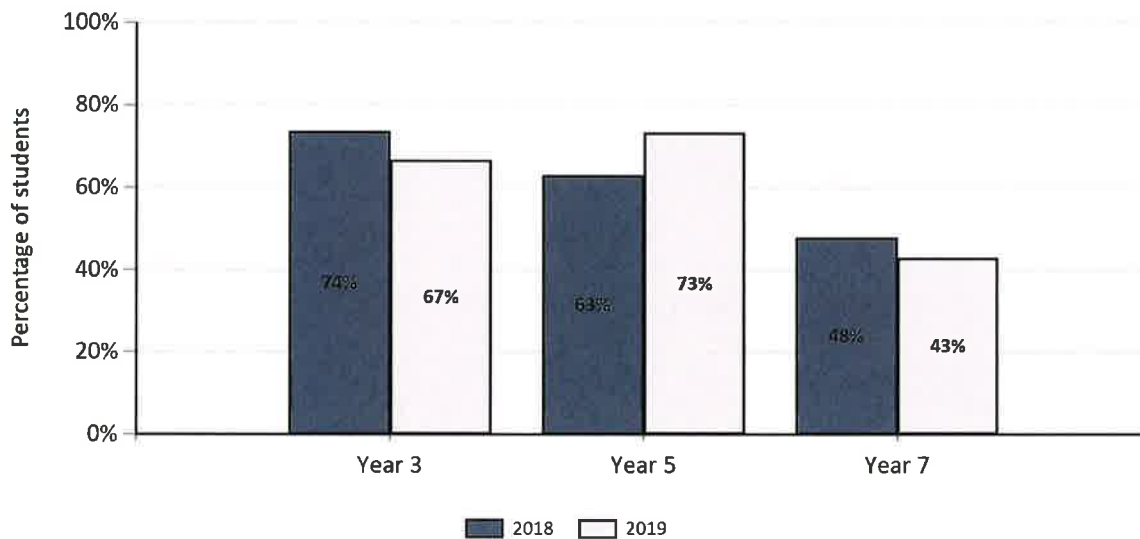
As a result the site achieved a positive increase with the amount of year 1 students that achieved benchmark in the annual Phonics Screening Check.,

# 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

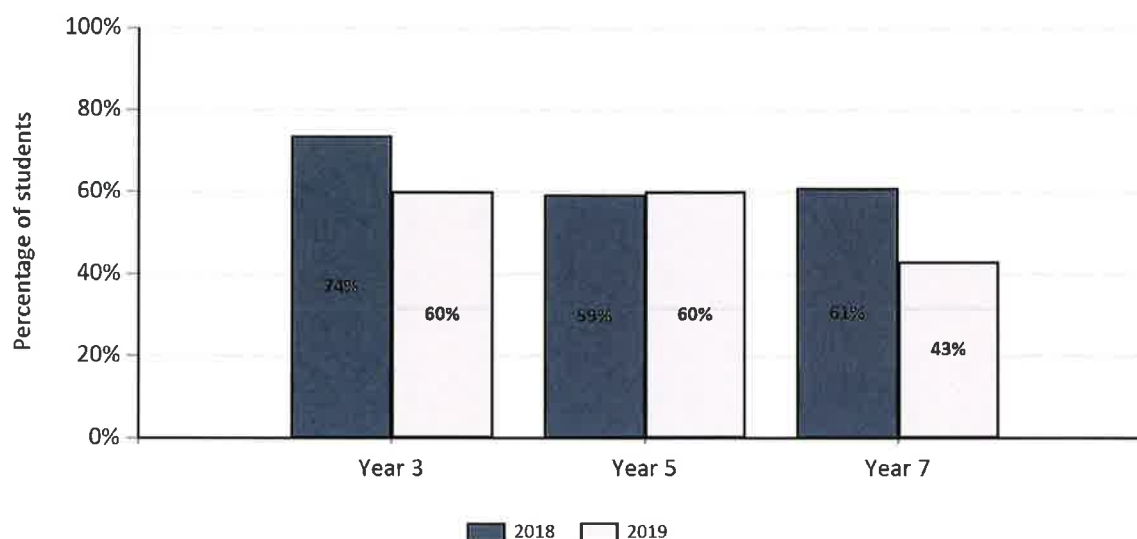


\*NOTE: No NAPLAN testing was conducted in 2020.

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.

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## 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	46%	35%	50%
Lower progress group	*	53%	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	*	56%	50%
Lower progress group	50%	*	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	15	15	4	5	27%	33%
Year 3 2017-2019 Average	17.3	17.3	4.0	4.0	23%	23%
Year 5 2019	15	15	3	1	20%	7%
Year 5 2017-2019 Average	21.7	21.7	3.0	0.7	14%	3%
Year 7 2019	21	21	2	0	10%	0%
Year 7 2017-2019 Average	19.0	19.0	1.7	0.3	9%	2%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>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 no NAPLAN undertaken in 2020 there is not data to report on in regards to this for years 3 and 5 students.

The year 1 students did participate in the Phonics Screening Check, as a cohort the students did achieve an increase in meeting benchmark.

## Attendance

Year level	2017	2018	2019	2020
Reception	87.6%	88.3%	88.3%	83.3%
Year 1	88.3%	79.7%	90.2%	86.5%
Year 2	90.1%	91.5%	85.6%	89.2%
Year 3	87.2%	89.9%	89.0%	84.8%
Year 4	92.6%	83.4%	90.0%	85.6%
Year 5	88.6%	91.3%	87.2%	87.0%
Year 6	88.2%	84.8%	90.2%	83.8%
Year 7	91.5%	85.9%	86.7%	N/A
Primary Other	84.7%	85.8%	83.5%	89.0%
Total	88.7%	86.7%	88.0%	86.1%

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

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

## Attendance comment

There are clear process for staff to follow to address student absence, informing families of ways to contact the school if their child was absent decreased the number of unexplained absences.

Home visits are performed if a student has not been sighted after 5 days.

The Student Wellbeing Leader worked closely with Support Services to address Chronic or Habitual Absences via a home visit or case conference.

Overall attendance did decrease slightly from 88.0% in 2019 to 86.1% in 2020.

## Behaviour support comment

Current strategies in place to support student behaviour include;

- Play is the Way language and approaches
- Lunch time activities led by Educators and the Student Action Team
- Interagency Support, CAMHS, Yourtown
- Berry Street Education Model

## Client opinion summary

Parent and Carers were provided the survey, overall there was a positive representation from those that completed it.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	6.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	6.9%
Transfer to SA Govt School	86	85.1%
Unknown	1	1.0%
Unknown (TG - Not Found)	0	NA

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

## Relevant history screening

All volunteers in the school working as Community Mentors or Tukshop volunteers held appropriate DCSI Screening which was paid by the school.  
All staff held relevant and current screening and this information was held electronically and in a hard copy in the administration filing 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	20
Post Graduate Qualifications	7

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	11.2	0.9	9.2
Persons	0	12	2	13

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

## Financial statement

Funding Source	Amount
Grants: State	\$87,435
Grants: Commonwealth	\$14,150
Parent Contributions	\$33,764
Fund Raising	\$2,174
Other	\$2,500

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	The further development of Educators pedagogy, specifically in literacy. SSO to provide intervention for identified students. Resources for students to readily access in the classroom.	Increased % reaching benchmark in the 2020 Phonics Screening Check.
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect  Inclusive Education Support Program	N/A  Targeted support underpinned and directed by the goals, outcomes and timelines as identified and stated in the NEP/One Plan	N/A  Students achieving the goals and outcomes as per their One Plan.
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	Funding was used to subsidise programs and events such as swimming, aquatics, incursions/excursions, SAPSASA interschool carnivals, gymnastics and sports. Increase the targeted support for ATSI students specifically in their literacy skills.	Increase exposure and participation. Further developing ATSI students literacy skills in turn to read with greater fluency.
Program funding for all students	Australian Curriculum  Aboriginal languages programs Initiatives  Better schools funding	Release time to work with SLLIP, LID, LGU to embed quality practice aligned with the AC.  N/A	Staff further developing an awareness of the achievement standard.  N/A
Other discretionary funding	Specialist school reporting (as required)  Improved outcomes for gifted students	Targeted to support improvement in student achievement in maths and reading. Reduce class sizes, IT resource improvement plan, staff PD aligned to SIP to support and further develop teacher pedagogy.  N/A	Increased student engagement.  N/A  N/A

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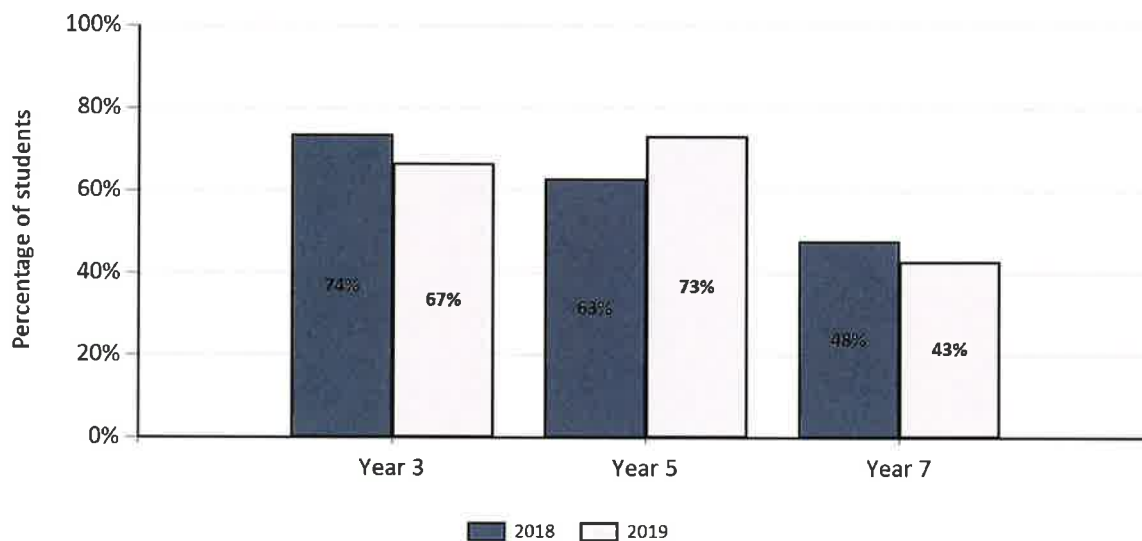
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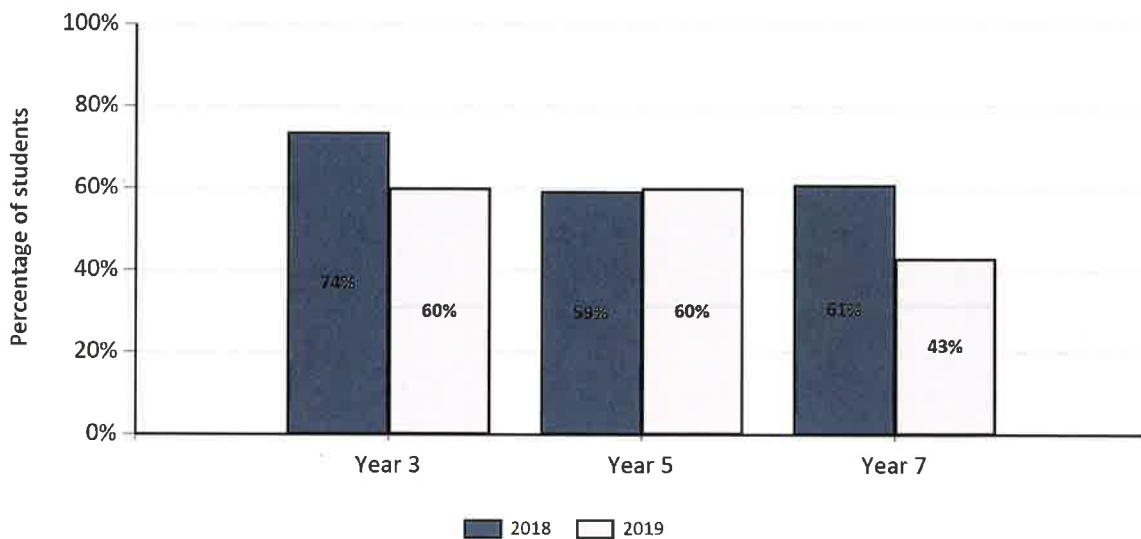


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Program funding for all students	Australian Curriculum	Release time to work with SLLIP, LID, LGU to embed quality practice aligned with the AC.	Staff further developing an awareness of the achievement standard.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Targeted to support improvement in student achievement in maths and reading. Reduce class sizes, IT resource improvement plan, staff PD aligned to SIP to support and further develop teacher pedagogy.	Increased student engagement.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A