



Solomontown Primary School

2021 annual report to the community

Solomontown Primary School Number: 0406

Partnership: Pirie

Signature

School principal:

Mr Roy Winther

Governing council chair:

Mrs Samantha Anderson

Date of endorsement:

7 January 2022



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. 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 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. 2021 saw some changes in leadership unfortunately I had a health issue on the day before school started and had to undergo heart surgery. I took off term one and only returned part time for term 2 before coming back full time for the last two terms to support the school for an external school review and see the year out before retiring. Thanks to Miss Anthanasos and Mrs Gapp stepping up in my absence to lead the school. Fortunately the school has appointed a great new principal for 2022, Mr Jefferies. The school worked through changing Covid 19 conditions throughout the year. With parents and events being allowed sometimes and not others. With state lock downs some of our training and development has been delayed for teachers, along with Information Technology upgrades we have paid for and are still waiting to arrive. We are having the senior classrooms painted, the rear wall of the lunch shed removed and a new storage shed being erected in the holidays. These projects should not only improve the looks of the school but also how it functions. We have added a lot of new furniture to the school this year and sold off and thrown away a collection of obsolete furniture and equipment.

Despite these challenges as restrictions eased, we celebrated One Hundred Days of School, Science week, SAPSASA Winter Carnival.

Governing council report

Solomontown Primary School Governing Council has a core number of long term very committed members. We had 1 new member join us this year.

Governing Council in 2021 comprised of 12 members including the principal, deputy principal and a staff representative. All office bearer positions were filled easily. The commitment of our council members in supporting children, young people and the staff in the school continued to be outstanding.

Governing Council were in control of most fundraising events held throughout 2021. 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, kytons lamingtons, pyjama day & school disco.

We also supported staff for our school Family fun night, busy bee to improve front gardens, sports day, bullying no way day & white ribbon day.

Throughout 2021 the council had the significant issue to closely monitor the schools financial position and in making sure we ran to budget.

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

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

Quality improvement planning

This is the most up to date SIP for Solomontown Primary in this School Improvement Plan. There is one main goal focused around literacy in line with our local partnership.

Goal 1 Increase the number of students reaching SEA in NAPLAN reading.

Challenge of Practice

If we implement a whole school approach to explicit teaching and consistent approach in Literacy, then we increase the number of students achieving SEA in NAPLAN reading.

Each teacher will: Curriculum

Undertake targeted professional learning that builds knowledge in the sequential steps of what is required for SEA achievement.

Each teacher will: Pedagogy

Plan for the development of key concepts and skills required for SEA achievement using the Teaching and Learning Cycle and the Australian Curriculum.

Each teacher will: Assessment

Embed formative and summative assessment practices to determine next steps in learning including actionable feedback and tracking and monitoring teacher impact.

In 2021 we were working towards these goals with support from LGU and the Partnership Literacy coach. Teachers have improved their planning and we have begun working towards a whole school agreement in literacy. We have developed an outline of the elements required for Solomontown Primary literacy session inline with the Big Six of reading. This will be further developed in 2022 with the introduction of Read Write Inc.

We were fortunate to have an External School Review this year which has given us further directions to focus on in 2022.

School Review Directions

Direction 1 Develop effective processes where staff regularly and collectively monitor the impact of the SIP actions undertaken by reflecting on their practice and student achievement.

Direction 2 Strategically develop effective processes which support the consistent implementation and evaluation of whole-school teaching agreements across the school.

Direction 3 Strengthen effective practices in assessment for intentional teaching and quality feedback to students providing clarity about their next steps in learning.

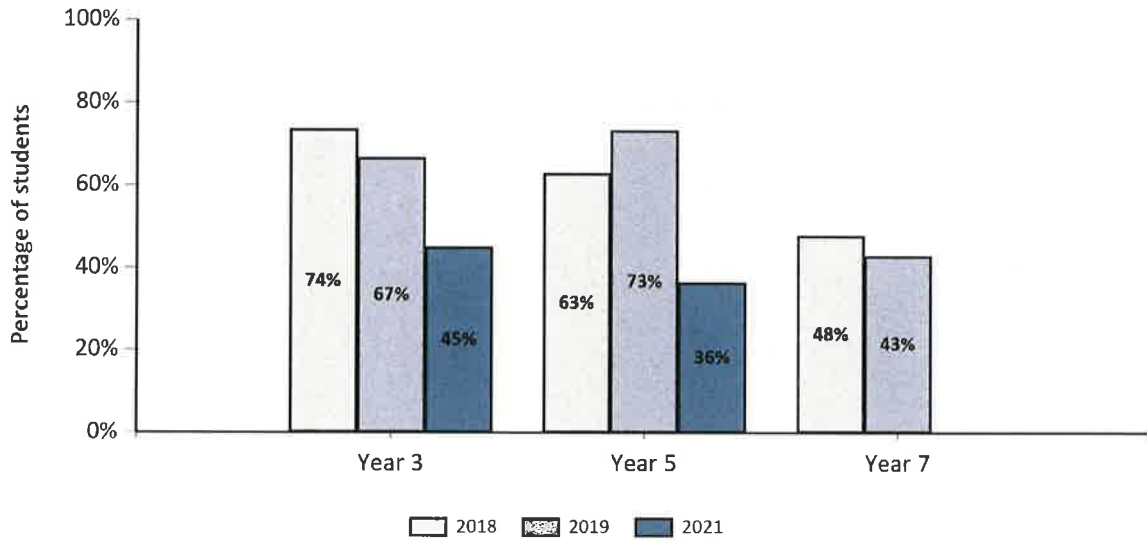
These directions will support the work The school will be doing on the SIP for 2022 and give a strong direction for the new principal.

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

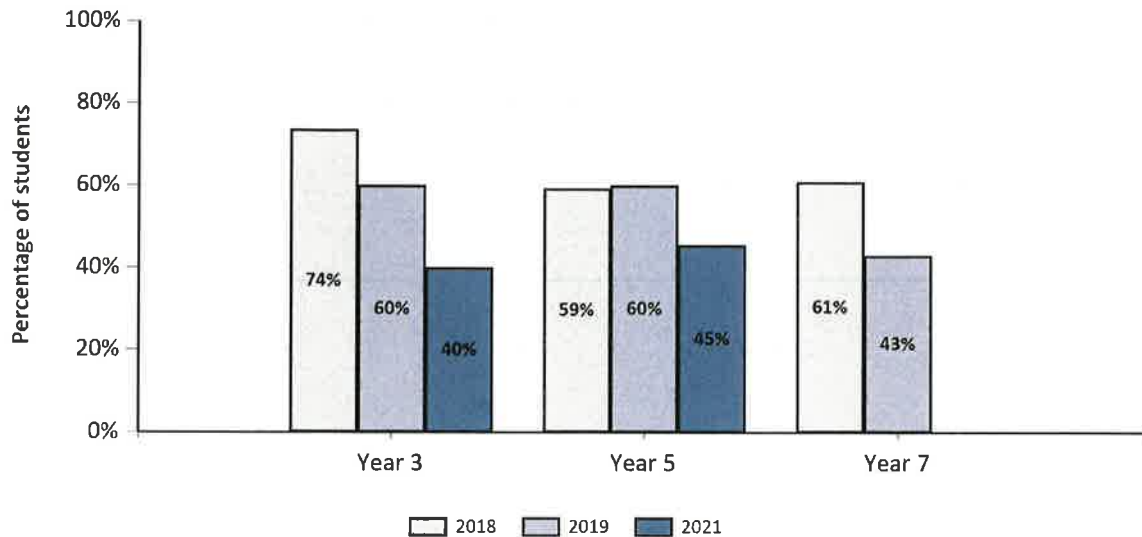


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

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NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	33%
Middle progress group	*	48%
Lower progress group	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	State (average)
Upper progress group	*	32%
Middle progress group	75%	49%
Lower progress group	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	20	20	3	1	15%	5%
Year 3 2019-2021 Average	17.5	17.5	3.5	3.0	20%	17%
Year 5 2021	11	11	1	2	9%	18%
Year 5 2019-2021 Average	13.0	13.0	2.0	1.5	15%	12%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

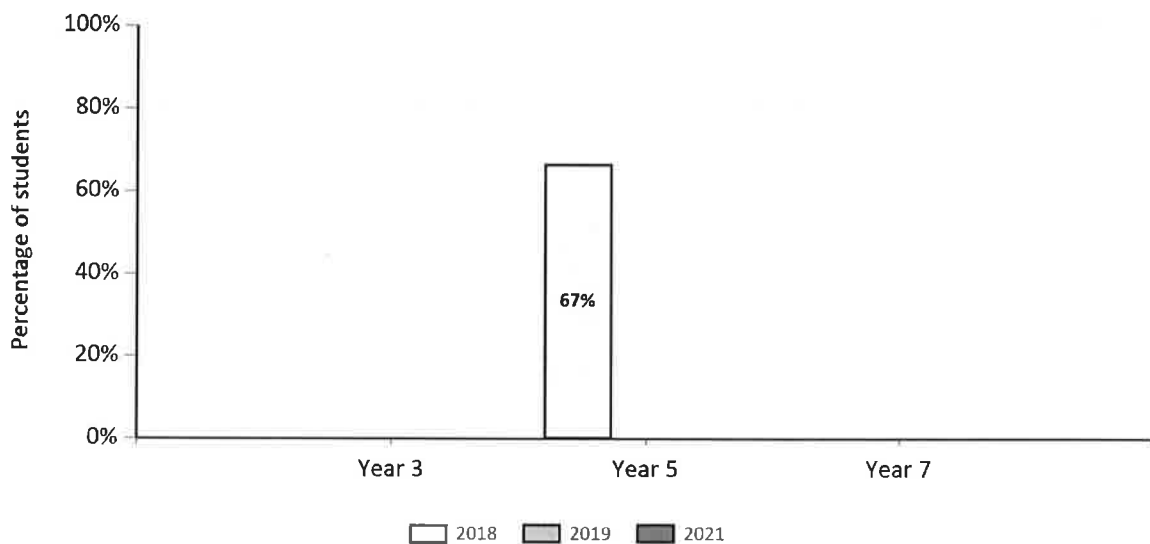
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



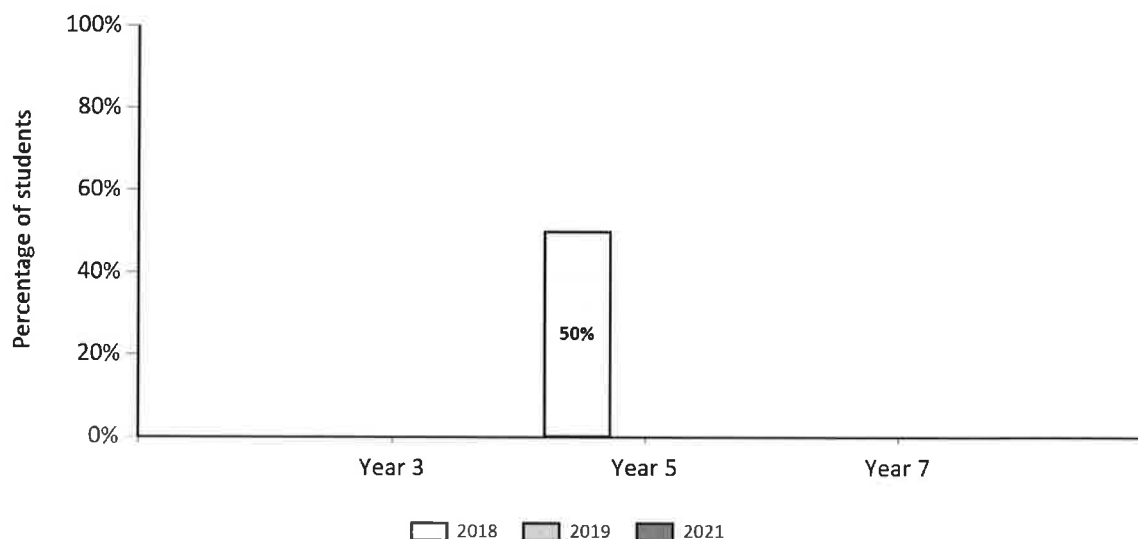
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Tracking & Monitoring

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

The Heggerty screening test, F-2 phonics screening test and the 3-6 Bridge the Gap Screening test were introduced for all Aboriginal students and identify what support was needed for each student,

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

23 of 24 mainstream Aboriginal students increased their running record scores across the year. A year one student went from level 5 to level 13. 6 students are above their expected results for their grade level.

School performance comment

AEDC data shows a 50% drop in Language and Cognitive skills in students entering the school compared to 2018 and a 30% increase in students deemed developmentally vulnerable for that domain. Social competency has had a 20% increase in students deemed developmentally vulnerable in that domain over the same time. 37% of students at Solomontown Primary start school developmentally vulnerable in two or more domains in 2021.

Our community was disadvantaged over the "Covid 19" lock downs as students had to work from hand outs as most of our families did not have access to internet services to work online as indicated by the survey taken. It has been a challenging time for our community.

Our NAPLAN results have not been as strong as they were at the start of the pandemic in 2019, there has been a 22% drop in the number of students meeting SEA in reading in year 3 and a 37% drop in our year 5 students reaching SEA in reading. Mathematics has also shown a decline with 20% less year 3 students reaching SEA, and 15% less year 5 students reaching SEA in that subject. 15% of our year 3 students and 9% of our year 5 achieved in the upper 2 bands in Reading. In Mathematics 5% of year 3 students and 18% of our year 5 students achieved in the upper 2 bands.

Our running record results have been positive, 80% of our year 1 students are at level 11 or higher with 24% reading at level 21 or higher. 82% of our year 2 students are reading at level 16 or higher and 67% are reading at level 21 or higher and 30% reading at levels 27 to 31. Hopefully this will flow through to our NAPLAN results in reading in 2022.

Phonemic awareness testing this year showed 81% of our students achieving benchmark which is a huge increase for our students due to the hard work of our junior primary teachers.

Attendance

Year level	2018	2019	2020	2021
Reception	88.3%	88.3%	83.3%	82.7%
Year 1	79.7%	90.2%	86.5%	85.2%
Year 2	91.5%	85.6%	89.2%	82.6%
Year 3	89.9%	89.0%	84.8%	84.7%
Year 4	83.4%	90.0%	85.6%	84.0%
Year 5	91.3%	87.2%	87.0%	79.1%
Year 6	84.8%	90.2%	83.8%	83.1%
Year 7	85.9%	86.7%	N/A	N/A
Primary Other	85.8%	83.5%	89.0%	80.1%
Total	86.7%	88.0%	86.1%	83.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our attendance rate for the year was 83.1% which reflected some parents decision to keep their children at home during some stages of the pandemic, even though staff were working hard to encourage all families to continue to send their children to school. Our Aboriginal support team has worked hard to improve the attendance of our Aboriginal students by ringing families each day a student does not attend and doing many home visits. They have also support families by organizing transport through the bus system where possible and connecting families to appropriate services for domestic and family support.

Behaviour support comment

The school has a large number of trauma affected students and families, to support our community the school has undertaken Berry Street training for all staff. Teachers are now beginning to implement these strategies into their classroom practices to support behavioural outcomes for our students. The school has noticed an increase in some violent behaviours as families are under stress from the pandemic which has caused a review of our behaviour management policy and work closely with families to reduce suspensions.

Parent opinion survey summary

Compared to the state averages our Parent opinion survey is slightly more positive.
People respect each other at this school 75% agree State 77%
Teachers and students treat each other with respect at the school 95% agree State 79%
I receive enough communication from the school. 85% agree State 71%
I know what standard of work the school expects of my child. 70% agree State 63%
Teachers at this school provide my child with useful feedback about their work. 75% agree State 64%
The school provides an opportunity for me to have input about my child's learning. 50% agree State 49%
The school has identified through the external review, feedback is one of the areas we need to work on.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	4.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	22	50.0%
U - UNKNOWN	18	40.9%
WA - LEFT SA FOR WA	2	4.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All volunteers in the school working as Community Mentors or Canteen volunteers and School Counsel members held appropriate DCSI screening which was paid by the school.
All paid staff held a relevant and current screening and this information was held electronically and a hard copy in the administrative 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	22
Post Graduate Qualifications	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021.

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	11.4	0.7	10.1
Persons	0	12	1	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021.

Financial statement

Funding Source	Amount
Grants: State	\$2,758,923
Grants: Commonwealth	\$0
Parent Contributions	\$35,915
Fund Raising	\$4,046
Other	\$0

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

2021 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 2021 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	This funding was used to train staff in Trauma informed practices through the Berry Street model.	Classroom practices now include practices to support trauma affected 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	This funding was used to employ additional student support workers.	Students received additional one to one support,
	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Additional school support officers were employed to support small group strategies for intensive learning opportunities.	Students supported in small groups to achieve learning outcomes.
	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	TEFEL diaries bought for all teaching staff, and release time given so teachers could work with the LGU to improve their knowledge of working with the Australian Curriculum for programming and planning.	Improve programs developed by teaching staff.
	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding	This funding was used to purchase interactive whiteboards and replace non functioning interactive overhead projectors to support teaching and learning.	All class have a functioning interactive board to support teaching and learning.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

