



Tantanoola Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Tantanoola Primary School Number: 0426

Partnership: South East Coast & Vines

Name of School Principal:

Moira Neagle

Name of Governing Council Chair:

Daniel Jazepczyk

Date of Endorsement:

February 20th 2018

School Context and Highlights

Tantanoola Primary School is situated in a small rural community, approximately 35 km from Mt Gambier and 15 km from Millicent. The student population is made up of children from within the township and surrounding farming district.

In 2017, we have had one class in the primary school and a Play Group operating one morning per week.

The school is classified as a disadvantage category 5 with 50% of the student population being eligible for school card. At the end of 2017, there were 11 students in the primary school. Our school population has remained static throughout the year.

In term 4, student gender breakdown was 5 females and 6 males.

We greatly appreciate the support of parents who have served on the Governing Council. Thank you also to those parents and community members who have assisted with the running of the Coastline Sports Day and transporting students to events.

Other Highlights of 2017 include:

- Swimming lessons
- Circus Challenge
 - Whole school camp to The Grampians in February
 - The children's art on display at the Education Office in Mt Gambier
 - Coastline Sports Day at Rendelsham
 - Mothers' Day activities
 - Leukaemia Ride As One visit
 - Gym sessions
 - Tetris performance
 - The South East Cross Country event at Naracoorte
 - Attended the Reidy Park Primary School musical.
 - Basketball Round Robin
 - National Simultaneous Story
 - Dance performance at the Civic and Arts Centre
 - Yo Diddle Diddle performance
 - Book Week Celebration
 - Making Fathers' Day presents
 - Aboriginal Studies visits to the Millicent High School garden
 - Lake McIntyre excursion
 - Attendance at the ANZAC and Remembrance Day services
 - Visits to the Millicent Public Library and Art Gallery
 - Sporting Schools Activities: Soccer
 - Aquatics Camp
 - Millicent High's Top Notes band visit
 - Millicent Show
 - Participation in the Christmas Appeal
 - Aquatics Day at Mount Gambier on the last Tuesday of the school term.

For the end of year celebrations we, again, held a family evening with the students presenting a medley of dances.

The winner of the Steinhardt Award was Gabi Hartland.



Governing Council Report

In 2017, the Governing Council had involvement in decision making responsibilities with regards to the following issues and processes:

- Ratifying the budget
- Endorsing the school Site Improvement Plan and the ongoing monitoring of its implementation
- Endorsing Pupil Free Days and the School Closure Day.
- The Finance Committee set the budget and oversaw the management of school finances.
- Endorsed the School's Performance Development Policy, Sunsmart and Inclement Weather Policies

Major Points of Discussion

- Installing a generator as part of our Bushfire Emergency response
- The school's debit card
- Ride As One visit and fundraising
- The External Review process
- Coastline Sports Day and making Rendelsham the fixed venue.
- The purchase of furniture for the Library
- The E-Languages Sister School project
- Composition of our Council into the future
- Holder of the Seal
- RAN Training for Council members



Leukaemia Ride as One visit

Improvement Planning and Outcomes

Following the External Review of our school in August, we reduced the number of priorities from 5 to 3 with a view to promote deeper learning in writing and reading as well as maintaining a focus on developing student goal setting in those two areas.

1. To improve student writing with a view to

- Increase vocabulary, and therefore description
- Develop accurate spelling and punctuation
- Elaborate ideas

Key strategies implemented:

Explicit teaching to meet the Writing Achievement Standards at Years 2,3,4,6

- Model writing for the learners
- Provide scaffolding to set learners up for success
- Establish a Word Wall
- Design editing guidelines appropriate to each year level in line with the Achievement Standards
- Schedule daily writing in the timetable
- Provide explicit, challenging and supportive feedback
- Exploit real life opportunities for writing

Progress Toward Targets:

- All students have SMARTAR learning goals for writing. These include a punctuation goal and a specific goal relating to individual learning to improve their writing.
- Students can identify areas for their future growth in their learning
- There is increased student engagement with the writing process. This has been significant this year. Some students who did not enjoy writing are now asking to write, wanting to write.
- In NAPLAN Year 3 Language Conventions: 3 of our students achieved the highest score possible in both Spelling and Grammar/Punctuation. 1 student achieved in Band 4 for Spelling and Band 5 for Grammar/Punctuation but was below the national average
- In Year 3 NAPLAN Writing: 1 student was on the border of Bands 5 and 6, 1 was in Band 5, 1 was in Band 3 and 1 was on the border of Bands 4 and 3. These 2 latter students fell below the national average.
- Students to write to their parents to request their support to improve their writing

2. To focus on reading to learn rather than learning to read

Key strategies implemented:

- Encourage library borrowing of non-fiction texts from our library and the Millicent Public Library
- Actively encourage students to seek out understanding of words and concepts when they see them in their reading
- Newsletter articles actively encouraging families to listen to their children read EVERY day
- Explicit teaching of comprehensions strategies
- Promoting with our families the importance of developing general knowledge in their children and giving strategies on how to provide specific questions to engage conversation.
- Purchase of additional nonfiction readers

Progress Toward Targets:

- 100% of our Year 2 students reached the appropriate reading level by October.
- Students read 1 in 3 non-fiction readers
- Increase inferential understandings
- Increased engagement in daily Silent Sustained Reading
- Subscription to Crinkle News for non-fiction reading
- Of our 4 Year 3 students who did NAPLAN this year, 3 of them were in Band 6 for reading and 1 was in Band 5

School Performance Comment

NAPLAN

Our 4 Year 3 students undertook the NAPLAN testing this year. Their results were very impressive with high band achievement in 13 of the 16 possible areas, and some results were at the pinnacle of the top band, Band 6.

Student	Reading	Writing	Language Conventions Spelling G & P	Reading
1	Above 6	Mid 4 and marginally below average	Above 6 Above 6	High 5
2	Top 6	On the line 5/6	Above 6 Above 6	Mid 6
3	Mid 5	On the line 3/4 and below average	Low 4 Low 4 And below average	Mid 5
4	Mid 6	Low 5	Above 6 Above 6	Above 6

Attendance

Year level	2014	2015	2016	2017
Reception	96.1%	97.3%		
Year 1	86.8%	98.7%	96.9%	
Year 2		89.1%	96.4%	95.8%
Year 3	91.2%		87.1%	93.8%
Year 4		98.8%		90.0%
Year 5	94.0%		96.5%	
Year 6	93.2%	93.7%		97.1%
Year 7			94.8%	
Total	92.5%	95.7%	94.8%	94.2%

Attendance Comment

With the very small year level cohorts of children, one child can impact upon data markedly. With one family, a phone call is made or a text message is sent shortly after 9 am if the child is not at school to always send the message that attendance is a priority.

Behaviour Management Comment

Our school has 4 Key Responsibilities which underpin student behaviour:

Learning: Each child has the right to learn. It is the individual child's responsibility to complete learning tasks and to allow others to do so.

Conflict: Each child has the right to a conflict free environment. It is the individual child's responsibility to manage conflict without violence or abuse.

Safety: Each child has the right to keep themselves and others safe. It is the individual child's responsibility to keep themselves and others safe.

Treatment: Each child has the right to be treated respectfully. It is their responsibility to treat others with respect and to look after our environment.

Conversations are a key means of addressing inappropriate behaviour.

Client Opinion Summary

The Opinion Survey was undertaken in November (7 out of the 8 families responded) with the following results

Quality of teaching and learning: to all statements the responses were 'agree' or strongly agree

Support of learning: to all statements the responses were 'agree' or 'strongly agree'

Relationships and communication: to all statements the responses were 'agree' or 'strongly agree.'

Leadership and decision-making: to the majority of statements the responses were 'agree' or 'strongly agree' with 4 statements receiving a total of 6 'don't know' responses

Intended Destination

Leave Reason	School	
	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	0	NA
Transfer to SA Govt School	3	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

DECD Relevant History Screening

All staff have current Criminal History Screenings.

The outsourced grounds work person has received DCIS screening

A potential volunteer has also received DCIS Screening.

Teacher Qualifications 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	1

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	2.0	0.0	1.5
Persons	0	2	0	3

Financial Statement

Funding Source	Amount
Grants: State	\$376,294.24
Grants: Commonwealth	\$3,100.00
Parent Contributions	\$4,577.79
Fund Raising	\$0.00
Other	\$1589.38

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	SSO support for the Quick Smart numeracy program and with reading <ul style="list-style-type: none"> • Access to learning opportunities beyond the school. • Access to the whole school camp 	Numerical automaticity, + and - facts, time, editing writing, behaviour management
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	Employment of a classroom support SSO Quicksmart Maths Home practise	Improved numerical automaticity, place value editing writing Understanding time
Targeted Funding for Groups of Students	Improved Outcomes for <ul style="list-style-type: none"> - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Sporting Schools and Rural & Remote funding sources have provided numerous opportunities for our students to access sports which they would otherwise not experience, bike education, whole school camp, performances and visual art exhibitions. <ul style="list-style-type: none"> • Online literacy program • Readers • Library books • Quick Smart part payment • Cooking expenses 	All students have gained knowledge and skills in gym, swimming, soccer <ul style="list-style-type: none"> • All students have seen 2 drama, dance, orchestra/band, circus, science and musical pe
Program Funding for all Students	Australian Curriculum	Consumables for Science, Technology, Design <ul style="list-style-type: none"> • Stationary • Staff Training and Development 	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Purchased the Quick Smart numeracy program Purchased non-fiction readers and fictional library books	Improved numeracy automaticity Improved reading to know abilities
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		