



Balaklava Primary School

2020 annual report to the community

Balaklava Primary School Number: 477

Partnership: Lower Mid North

Signature

School principal:

Mrs Dianna Jarman

Governing council chair:

Kirstyn Rundle

Date of endorsement:

3 May 2021



Government
of South Australia

Department for Education

Context and highlights

Balaklava Primary School is a proud public school with a long history of serving the Balaklava township and surrounding areas. We manage a fleet of 11 buses and students come from areas as far afield as Lochiel and Port Parham. Our school is set in beautiful, well-kept grounds, shares a boundary with Balaklava High School and is within a short walking distance of the Balaklava Child Community Centre and Out of School Hours Care (OSHC).

Balaklava Primary has a focus on developing the whole child. In addition to strong literacy and numeracy programs and the integration of digital technologies, we offer an exceptional music program. Our school values Mutual Respect; Tolerance; Success; Fair Treatment; Cooperation; Responsibility and Honesty are reflected in all areas of our school community and our motto Believe, Participate and Succeed (BPS) encapsulates our attitude to learning and life. Our vision is to ensure every learner is engaged, stretched and achieving and we expect students to be Safe, be Kind and Be your best.

In 2020, enrolments allowed us to increase to 11 classes. Transience continued, with a large number of students enrolling and relocating throughout the year, however despite this, our numbers increased as the year progressed. We finished the year with 298 student and of this enrolment population 5.69% of students had an ATSI background and 9.96% of students were verified as having a disability. Approximately 1.42% of our population were NESB students.

Highlights of the year included but were not limited to: the annual Meet and Greet, SAPSASA events, Sports Day, Swimming Carnival, Anzac Day and Remembrance Day representation, Book Week parade and Harmony Day / Bullying No Way Day event. The end of year celebration and combined Year 7 graduation was a wonderful way to the end of year.

Our strong music program continued to allow students to be involved in Choir and although students could not attend the Festival of Music due to COVID, opportunities arose throughout the year for them to perform.

There were many great highlights and opportunities throughout the year and while COVID certainly presented challenges, it also forced us to look at some things differently. The increased use of ICT across the school has been one of the positive results. Overall, the flexibility and growth mind set of our staff, students and community to overcome all of the obstacles was our biggest win.

Governing council report

The financial position of the school remains strong. In 2020 we had 11 classes running across all year levels & our highest enrolments being 298.

We sadly said farewell to Jenny Russell as she quietly retired. Barb Rogers took leave & Vivienne Churchett took 12 months leave.

Dianna Jarman and Kym Polka continue to work well together in their leadership positions at the school – and their unique skill sets would be required, not only for their staff team, but BPS families and community with the arrival of COVID.

It was scary, unexpected and nothing like we have ever seen before in our lifetimes. We put all our trust in not only our World Leaders/Prime Ministers/Premiers....but in our school Principals & Teachers (talk about pressure).

Not only did BPS staff rise to the occasion, they surpassed our expectations. We were informed, felt supported, and trusted decisions & processes that were put in place. We are forever grateful for the many, many hours spent on ensuring our children would still have an opportunity to learn – no matter how that looked.

We went into lockdowns, and our daily school routines, and things we took for granted started to look very different.

But.. slowly, by doing the right thing there was light at the end of the tunnel.

Families were able to return to site grounds, be spectators at school events & finally come together at the end of the school year for our end of year school concert.

Usual tasks involved a lot of forward planning and thinking outside the box. Fundraising events were out off or postponed.

An agenda item – of many years on Gov Council was finally completed. Our electronic sign! It's been years in the making and has been very exciting to see it up and running.

At the end of 2020 we were successful in securing a disability unit at BPS. We were very uncertain how it was going to 'look' and the tremendous work & hours it would take for it to become reality – but it is such an amazing asset and need in our community.

Staff continue to work hard and implementing strategies to improve & sustain Numeracy and Literacy standards.

Behaviour management continues to be a partnership between educators & families – working together to try and achieve great outcomes for our students.

Finally I would like to thank my fellow Governing Councillor's- who work tirelessly filling roles on various committees across the school site. Special mention to Lauren March for stepping in & taking on the role of Secretary. You have done a phenomenal job.

We are looking forward to the new challenges that 2021 will bring, and putting what has been a stressful year on many levels behind us.

Thank You,

Kirstyn Rundle

Quality improvement planning

Goal 1:

Increase student achievement in mathematics R-7, particularly in the number strand. Professional learning centered on developing a common approach to teaching Big Ideas in Number and explicitly teaching it 4 times per week. Along with other schools in the Partnership, we engaged Ann Baker to deliver a series of workshops about strategies for teaching Trust the Count, Place Value and Multiplicative thinking.

Professional conversations resulted in further consistency across the site. Teachers made an agreement to conduct their own diagnostic testing (rather than delegating an SSO to do so), interpretation of results was much better and we had a much more sound moderation process. Strength based strategies were used to more effectively focus on Trusting the Count (eg subitising and fluency games) and Place Value within the classroom and games and resources were shared frequently between teaching staff.

Through her work as Numeracy Coordinator, Jo made resources and games available to families via our newsletter and website and strongly encouraged and shared a range of maths experiences that could be easily taught from home.

Outcomes:

Trusting the Count

Reception 2018 - 0% students could trust the count. In 2020 55% of the the same cohort of students can now trust the count.

Year 1 2018 - 0% , 2020 69%

Year 2 2018 - 3%, 2020 - 65%

Year 3 2018 - 4%, 2020 - 78%

Year 4 - 2018 - 7%, 2020 - 86%

Year 5 2018 - 20%, 2020 - 87%

Place Value

Year 3 2018 - 10%, 2020 - 48%

Year 4 2018 - 11%, 2020 - 69%

Year 5 2018 - 15%, 2020 - 77%

This data shows that our consistent approach is working, however, to continue to move students forward, we need to be explicit and consistent in our pedagogical approaches and further develop our numeracy agreement to include refining the use of diagnostic tools to identify students current knowledge, developing targeted teaching and learning programs to develop BilN and set challenging learning goals for individual students. The next step for staff is to build their professional knowledge of the numeracy progressions and the AC Scope and Sequence and use these to monitor progress and challenge students' achievement. The aim is to build consistency between classes and build collective teacher efficacy, in order to build depth of number knowledge amongst students.

Goal 2 –

Increase the number of students achieving the SEA in Numeracy Year 3-7. Staff meetings focused on developing a consistency in our mathematical language across the school and had a focus on effective learning design. We worked closely with our SIIP throughout the year to ensure teachers are planning for intervention right through to stretch within each of their learning experiences. Learning tasks were beginning to be planned with multiple entry points and formative assessment. An agreement was made across the school in regards to the use and explicit teaching of Natural Maths strategies. This work is ongoing and will continue in 2021.

While number is an continued area for development, the review and evaluation of our data in 2020 has shown that we need to further refine our targets and actions and alter our SIP for 2021. In 2021 our Year 3-7 staff will continue to work through actions to increase student achievement in mathematics 3-7 particularly in the number strand with a refinement and rewrite of a combination of goal 1 and 2.

In response to our 2020 Year 1 phonics data, our R-2 staff will work on improving student achievement in Reading as a goal in the 2021 SIP.

Improvement: Aboriginal learners

The Lower Mid North Partnership worked closely with Aboriginal Services and the LET team to work through the Aboriginal Education Strategy and the Aboriginal Learner Achievement Resource. Each partnership meeting had an Aboriginal strategy as a key focus area. In August, we discussed our individual ATSI data and challenged each other in regards to how we were supporting the continued improvement of our ATSI students.

A commitment was made across the partnership that we would use the ALAR element 1 and 2 to track, monitor and evaluate Aboriginal learner progress and act upon analysis when required. Emphasis was also placed on completing our RAAP which was not yet complete at the end of the 2020 school year.

This has been ongoing work for the later part of 2020 and we expect to have a completed ALAR Action Template and RAAP by the beginning of Term 1, 2021.

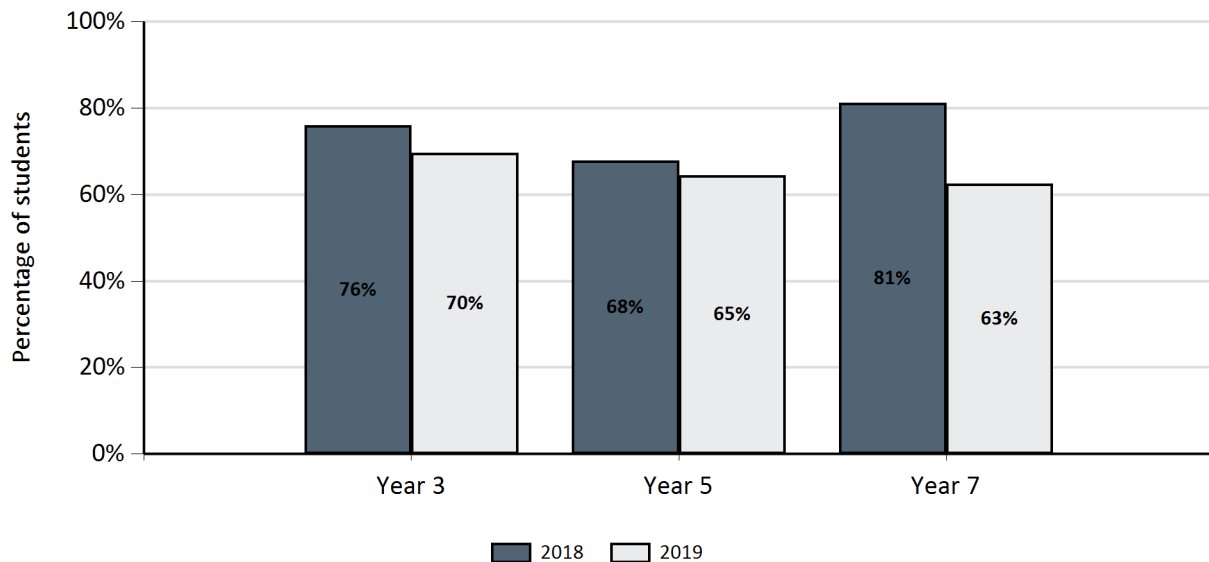
DP, Kym has taken the lead with our Aboriginal Achievement work and will work closely with staff members throughout staff meetings and professional development as the 2021 school year progresses.

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

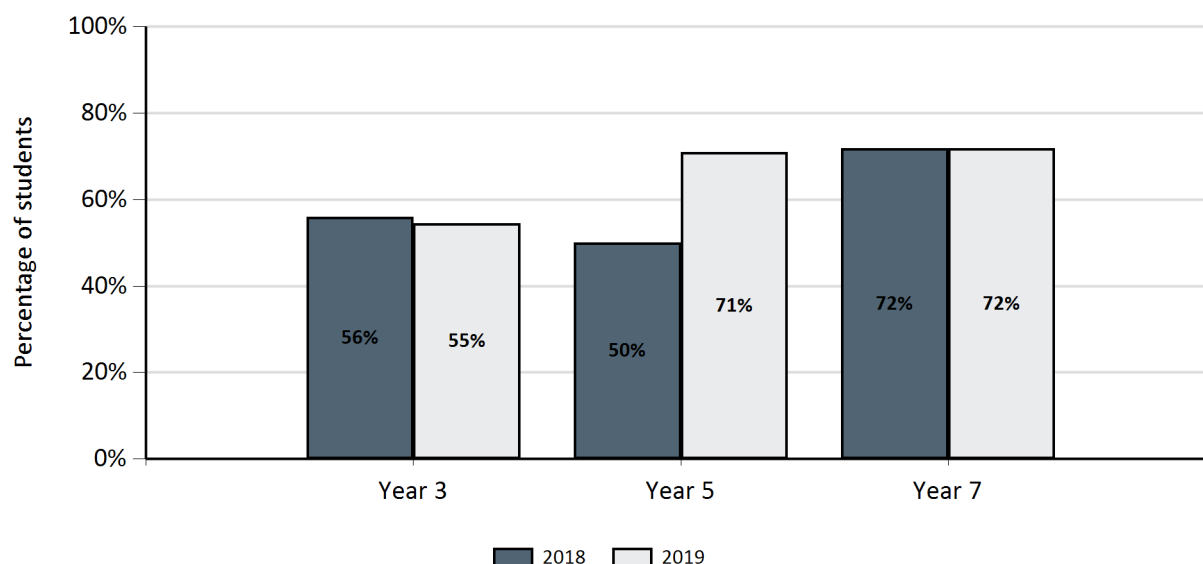


*NOTE: No NAPLAN testing was conducted in 2020.

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	55%	54%	50%
Lower progress group	*	35%	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	27%	*	25%
Middle progress group	64%	52%	50%
Lower progress group	*	32%	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	33	33	8	8	24%	24%
Year 3 2017-2019 Average	29.0	29.0	8.0	4.3	28%	15%
Year 5 2019	31	31	6	1	19%	3%
Year 5 2017-2019 Average	30.0	30.0	7.0	2.3	23%	8%
Year 7 2019	32	32	7	6	22%	19%
Year 7 2017-2019 Average	32.3	32.3	4.3	4.0	13%	12%

*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

Running Records as per September 2020 data collection:

Year 1 students

38 students tested

18 students met SEA

20 students didn't meet SEA

22 of the 38 students had growth in the medium or upper quartile.

The end of year BPS collection reinforced these concerning results with 55% of students still not reaching SEA. These reading results also correlated with our Year 1 phonics testing results where 41 students were tested and 14 of these students met SEA (34%). This was the lowest achievement rate that we have seen over the last three years (45% met SEA in 2018) (62% met SEA in 2019) Targeted intervention has been discussed in response to this data and a plan put into place for 2021.

Year 2 2020

18 students met benchmark

12 didn't meet benchmark

16 students showed middle or upper quartile growth

In 2019 53.4% of this cohort reached year 1 benchmark. In 2020 82% of the cohort reached benchmark. These growth results are pleasing.

Although not mandatory to collect Reception Running Record data as a site we do so. 61% of our students reached SEA at the end of year testing.

Big Ideas in Number:

R-3 45% of students passed Trust the Count. This was an improvement from 1% in 2018 and 18% in 2019

4-7 80% pass TTC which was an 11% increase from the 2019 data and a 60% increase from 2018

4-7 52% passed Place Value test. An increase from 36% in 2019 and 28% in 2018

While improvement has been noted, we are still not meeting the expected year level benchmark as indicated in our Numeracy Agreement. Further work on number will continue in 2021.

Pat M Data - 2020 results indicating students who are meeting SEA

Year 3: 55%

Year 4: 50% (decline of 4% from 2019)

Year 5: 71% (decline of 7% from 2019)

Year 6: 72% (decline of 3% from 2019)

Year 7: 56% (decline of 9% from 2019)

Pat R Data - Meeting SEA

Year 3: 53%

Year 4: 56% (a concerning decline of 23% from 2019)

Year 5: 64% (a decline of 2% from 2019)

Year 6: 52% (a decline 15% from 2019)

Year 7: 48% (a decline 17% from 2019)

Pat M and Pat R data has been analysed by staff and students grouped according to those below benchmark, at benchmark and just below higher bands. This data is being used by teachers for intervention and challenge and stretch planning for 2021.

Naplan testing didn't take place in 2020, however analysis of 2019 results indicated a 1% decrease in year 3 of students reaching SEA. The Year 5 results saw a 21% increase year 7 results remained steady. 12% more students demonstrated higher bands in year 3 which was pleasing to note.

Naplan reading results in 2019 indicated a decrease (Year 3 - 6%, Year 5 - 3%) in the number of students reaching SEA. It was pleasing to note that there was a small increase of students demonstrating higher bands in Year 5 and a 9% growth of students demonstrating the higher bands in Year 7.

Overall, our data for 2020 reflected the uncertainty and unsettling nature of the year and we would expect that the plans that we have made for intervention and support in response to our data will show improved results in 2021..

Attendance

Year level	2017	2018	2019	2020
Reception	91.0%	87.7%	89.2%	88.5%
Year 1	89.2%	92.0%	89.8%	87.5%
Year 2	91.6%	92.2%	90.2%	87.1%
Year 3	90.0%	90.7%	89.2%	89.0%
Year 4	91.9%	91.7%	90.7%	90.4%
Year 5	92.8%	91.3%	91.7%	90.0%
Year 6	94.4%	91.9%	89.2%	88.9%
Year 7	92.3%	91.7%	87.6%	89.2%
Primary Other	N/A	61.4%	N/A	N/A
Total	91.6%	91.2%	89.7%	88.8%

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

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

Attendance comment

Our average attendance rate for 2020 was 88.8% (1% lower than 2019). This attendance rate was impacted by COVID with a number of students learning from home or isolating even once it was deemed safe to return to school. It should also be noted that the directive that students must stay home if they are unwell also had an impact on our data. There was an increase from 22% to 28% of habitual non-attenders and a slight increase from 11% to 13% of chronic non-attenders. As a site we actively promoted the benefits of regular school attendance through our newsletters. We communicated with families where there were specific concerns and followed up all instances of "unexplained" absences. Students and families for whom consistent attendance presents a problem will continue to be monitored.

Behaviour support comment

Clear expectations based on our 2019 created posters became a major discussion point in every classroom at the beginning of 2020. The need to be consistent across the school in regards to what we expected was paramount. Our students generally demonstrate the school values in their everyday school life: We do however have a number of students who have been diagnosed with ASD and some of these students have found self-regulation to be difficult, resulting some extreme behaviors and consequences including suspension from school. To support these students, we have engaged with Kimberly from Learning 4 All who has been working closely with a small number of staff on Positive Behaviour Strategies (PBS) for these students. We have also undertaken Interoception professional development and refined the use of the Engine Room. The Engagement committee is reviewing and refining BPS policies and creating a response framework.

Client opinion summary

In response to the 2019 survey, the use of apps was discussed and a policy adopted where by we would use one app for admin and one app across the classrooms. This has had a positive impact across the site and was particularly important for communication during covid.

In 2020, the Parent Engagement Survey was sent out to families via an online link. 88 parents responded to the survey.

Results indicated that:

74% of respondents felt that people respect each other at this school.

76% felt teachers and students treat each other with respect.

70% felt like their child is important to the school

81% felt they receive enough communication from the school and 82% felt the school communicates effectively.

63% felt that knew what standard of work the school expects of their child and 53% have useful discussions with the school about their child's learning.

95% of respondents talk with their child about what happens at school

71% felt the school encourages parents to help students to learn

Overall, the results from the parent engagement survey were very supportive of the teaching and learning that is taking place at Balaklava Primary.

Moving forward, we have room for further improvement and growth in the area of parent and student having more voice in their own learning (the survey indicated 54% of respondents felt the school provided them with an opportunity to have input about their child's learning.) This will also help address the 55% of respondents who feel that they would like more help from the school with their child's learning.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	1.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	9.3%
Transfer to SA Govt School	48	88.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

To work with children and young people a current working with children check (WWCC) must be produced. Some volunteers also need a current working with children check. Current, valid child-related employment screening checks done by DHS/DCSI will be recognized as a WWCC until they expire. The school keeps a database of WWCC / DHS / DCS and RAN training details and expiry dates in line with department requirements. The screening guild helps us determine the type of screening required for volunteers.

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	28
Post Graduate Qualifications	4

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	15.9	0.0	11.7
Persons	0	18	0	18

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

Financial statement

Funding Source	Amount
Grants: State	\$3,187,242
Grants: Commonwealth	\$14,850
Parent Contributions	\$120,187
Fund Raising	\$20,409
Other	\$7,924

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	Engaged with Kimberly (Learning 4 All) to undertake professional learning regarding Positive Behavior Strategies. This work included review and refinement of our wellbeing and engagement policies and procedures.	A greater understanding of trauma informed practices and response to students.
	Improved outcomes for students with an additional language or dialect	1:1 and small group support with learning programs provided by SSO's and overseen by DP. Kym.	Targeted language skills with improved literacy levels.
	Inclusive Education Support Program	IESP funding for students verified with a disability was used to provide SSO support in classrooms and run specific programs. Programs included Literacy / Numeracy intervention as well as wellbeing support.	Intervention, inclusion, differentiation, increased participation. One Plans
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Camps for students in Year 3-6, excursions for all students (where Covid allowed), discounted incursions including Dancify to allow our students opportunities that they wouldn't not be able to access otherwise.</p> <p>Targeted Literacy and Numeracy support. Release to work with SIIP on task design. Release to work with Ann Baker on Big Ideas in Number teaching strategies.</p> <p>Interventions for all as required and SSO support for each class to support wave 2 learners.</p>	<p>Students accessed a range of extra curricular learning experiences that wouldn't usually be able to be accessed locally.</p> <p>Growth in BiIN data</p>
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to release staff to work with the SLLIP and engage in Professional Learning about our two SIP goals.	Big Ideas in Number has been a priority and data has shown improvement.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Better Schools Funding was used towards our Pedagogy Curriculum Coordinator who worked to support staff with Numeracy priorities across the site. The Coordinator released staff to do their own testing,	Games modelled, student outcomes monitored and tracked. Improvement noted.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA