



# Suttontown Primary School

## 2020 annual report to the community

Suttontown Primary School Number: 422

Partnership: Blue Lake

Signature

School principal:

Ms Josie McBain

Governing council chair:

Scott Montgomery

Date of endorsement:

22 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Located right on the northern boundary of Mount Gambier, Suttontown Primary school is now within the re-aligned city limits and is no longer the isolated rural district facility that was built in 1917. Suttontown is the school of right for the Tarpeena area and it continues to attract enrolments from this area. In 2020 we had 88 students in 4 classes – R/1; 1/2; 3/4 and 5/6/7. The student population includes.

- 37.5% School Card students and
- 8% Students with Disabilities
- 4% Aboriginal Students
- Index of Disadvantage of 5.

During 2020, our administration and finance officer, Mrs Lois Tilley, celebrated 25 years of employment at Suttontown. Although the global pandemic, Covid 19, meant that at times, schooling was interrupted, we were still able to continue working towards our site improvement goals and to provide our students with a wide range of opportunities.

Through sporting school grants students had the opportunity to undertake a range of sports coaching provided through external organisations, this included basketball, badminton, touch football, golf and cricket.

We held our annual Japanese Cultural Day, they participated in four different activities throughout the day all relating to the Traditional Japanese Summer Festival. These included making okonomiyaki (savory pancakes), festival crafts, learning the bon dance and a hiragana scavenger hunt. The day was finished with a whole school assembly and all students and families joining in with the bon dance.

Students in years 5/6/7 visited Noorla Yo Long, they completed a variety of team building exercises and participated in the high ropes course. This was a great opportunity for these children to undertake activities outside of their comfort zone and to build on their team work skills.

We sent two teams to the regional Lego League competition, this enables students to work on their coding skills, problem solving through a research project and team work. One of the teams won the motivation award.

We held our school sports day with Collins being the overall winner of the day. Students also participated in a science rotation to celebrate science week as well as a book week parade and activities for our annual book week celebration. Suttontown became an independent choir as part of the festival of music, due to Covid19 the children didn't get to perform at the theatre. This group of students performed at our school presentation afternoon that was live streamed to families.

## Governing council report

Wow! What a year 2020 turned out to be.

What started as a normal year turned into something none of us could have seen coming or probably will ever see again. Luckily thanks to the amazing teaching staff we have at Suttontown we were all able to navigate the year successfully and now look forward to what 2021 holds for our school and school community. I think it's safe to say as a parent teaching/home schooling is not my strong suit.

Despite the enormous disruption that the COVID pandemic brought upon us, the school was still able to provide our children with some amazing opportunities. Throughout the year students were able to experience some sporting codes such as golf, badminton, touch football and cricket through greats secured by the school. Sports day was also a massive success with all students participating and showing true suttontown school spirit and giving their best, with Collins securing bragging rights.

Academically Students were still able to participate in the lego league, with suttontown performing amazingly well to take home a trophy. The Japanese cultural day was also huge success with student experiencing new origami techniques, traditional Japanese dancing and even found time for a scavenger hunt to decode a message in Japanese and traditional pancakes. In addition the school was able to update our System and IT facilities to help further our children's educational experience.

On behalf of the governing council committee, we like to thank Christine Daly, Judy Goodes and Lois Tilley for their time and services to suttontown school, the families and children involved during their time. Judy has been successful in securing another role furthering her career and we wish her well, not that she will need it. Lois and Chris on the other hand have both decided to retire after 25 and 21 Years of distinguished service. We wish all three of them all the very best.

In closing I would like to thank all my fellow committee members and the entire teaching staff for their time and effort behind the scenes, without you all the school would not function as seamlessly as it does. I truly believe we are very lucky to have the group of teachers at suttontown teaching and grooming our children for their future academic ventures.

Look forward to seeing you all in 2021.

Scott Montgomery  
Governing Council Chairperson

## Quality improvement planning

Our 2020 improvement priorities were:

1. to increase student achievement in Writing

Challenge of Practice: if we are using a common approach to teaching writing, we will develop students' construction of complex sentences, use of rich vocabulary and the ability to develop cohesive texts.

2. To increase student achievement in Numeracy

Challenge of Practice: If we are collaboratively planning mathematical investigations with a focus on real life transfer, we will extend students' knowledge of number sense and mathematical thinking

All staff reviewed and refreshed their knowledge of the Department's Learning Design and Moderation strategy. We focused on the 3 key questions related to student ownership of their learning – 'What am I trying to learn/achieve?', 'How much progress have I made so far?' and 'Where to next? What activities need to be undertaken next to make better progress?'

We had a combined Small Schools Learning Improvement Cluster SLLIC pupil free day which looked at the connections between SA Learning Design, teacher practice, research and best advice from international experts in formative assessment – Dylan William, Doug Fisher, Nancy Frey. Teachers also unpacked the 6 elements of SA Learning Design with formative assessment. The final session of the day was looking at SA Learning Design and A-E achievement for students.

We have continued to use Brightpath to assess student writing samples. We assessed student writing samples using the Information Report Scale, the Persuasive writing scale and the Narrative scale. Teachers collaboratively moderated all brightpath assessment pieces.

The InitialLit Literacy program was implemented in the R/1 and 1 /2 classes. This is a whole class literacy program that focuses on spelling, reading comprehension and fluency, grammar and oral language. Phonics instruction and vocabulary, oral language and comprehension through children's literature are key components of the InitialLit program. We have continued to run MiniLit and MacqLit literacy intervention programs for small groups of students who are experiencing difficulty in literacy.

We have used the Teaching Sprint process to improve practice in teaching Mathematics. We have used research evidence; 'Mathematics Classrooms That Promote Understanding', 'Teaching Mathematics through Problem Solving' and 'Extending Number Sense and Mathematical Thinking through Mathematics Investigation'. The first teaching sprint was on 'Changing task design to provide students with open-ended investigative problems in mathematics.' We used the text 'Teaching Student-Centred Mathematics' to aid teacher planning of investigative mathematical problems.

The final 2 sprints had a focus on 'differentiating tasks to cater for the needs of all learners' and 'using a warm up at the start of every maths lesson'. It has been really positive to see students embrace challenge in their maths classes and choose to complete tasks that challenge them to show a deeper understanding of concepts. Some students have remarked how they really enjoy the warm ups as they help to 'warm up their brain so it is ready to learn maths' in the same way that an athlete would warm up their body before undertaking sport.

Key teachers worked with the partnership SLLIP on transforming task design in Mathematics and establishing thinking routines in Maths classrooms.

We held a Pupil Free Day related to Mathematics. On this day we looked at the Numeracy Progressions in detail and how we could use these to aid in development learning targets and to track student learning progress..

We purchased a large selection of maths equipment to suit all strands of the Australian Curriculum and a selection of teacher resource books to use when planning and programming for units of maths work.

## Improvement: Aboriginal learners

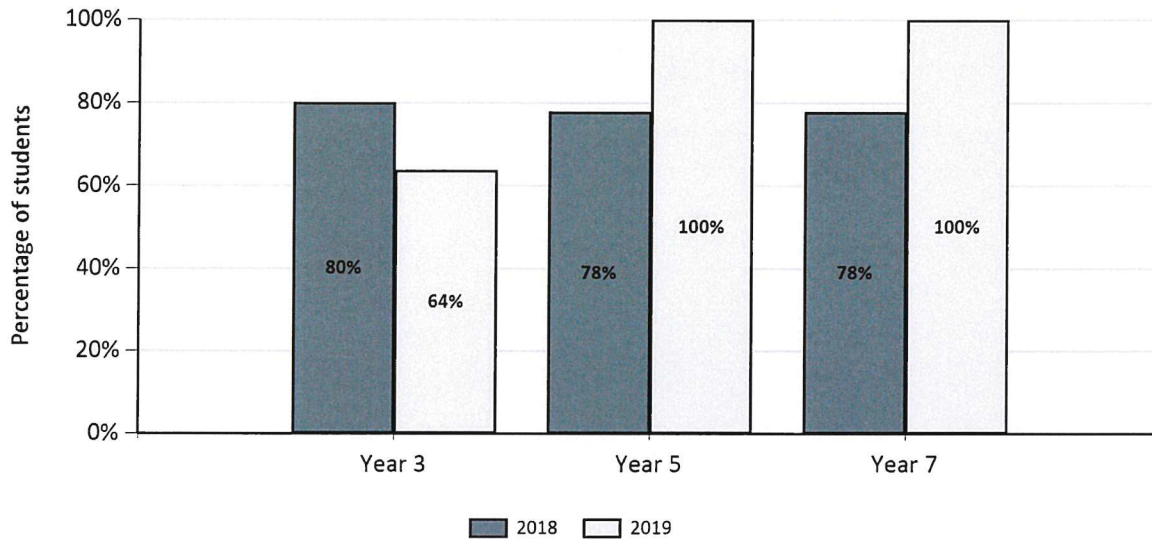
At Suttontown we monitor and track all Aboriginal learners. Aboriginal learners have an up to date one plan with SMARTAR goals that reflect their literacy and numeracy needs reflected through data collection and growth. These plans are updated by teachers on a regular basis. When necessary students are provided with intervention programs that are rigorous and evidence base, these programs include minilit, macqlit and quicksmart numeracy.

# 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

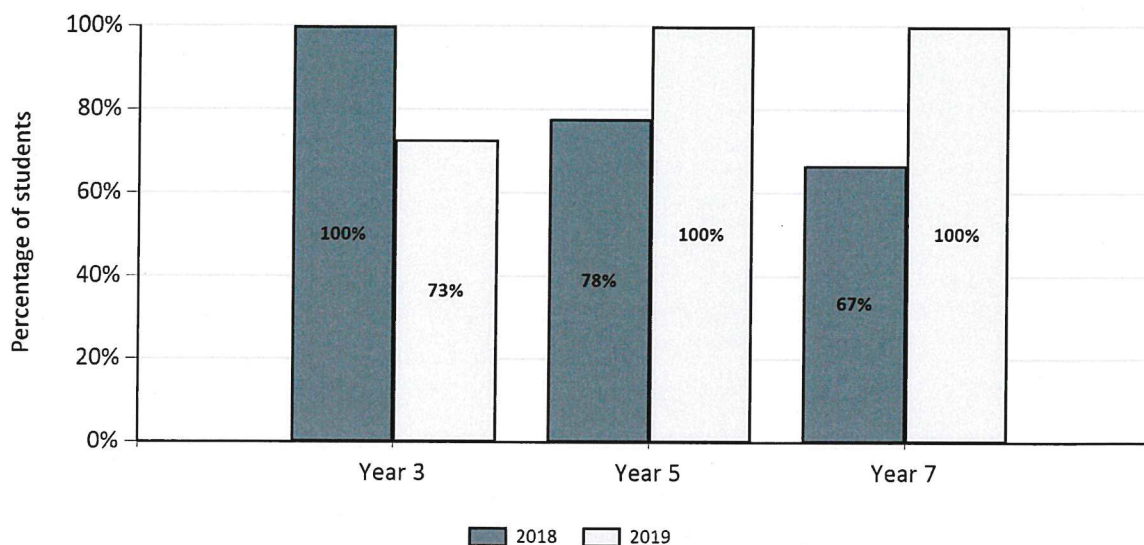


\*NOTE: No NAPLAN testing was conducted in 2020.

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	0%	80%	50%
Lower progress group	*	*	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	*	70%	50%
Lower progress group	*	*	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	11	11	4	4	36%	36%
Year 3 2017-2019 Average	10.7	10.7	4.3	3.0	41%	28%
Year 5 2019	11	11	6	3	55%	27%
Year 5 2017-2019 Average	10.3	10.3	2.7	1.0	26%	10%
Year 7 2019	10	10	1	1	10%	10%
Year 7 2017-2019 Average	10.0	10.0	1.3	1.0	13%	10%

\*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

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

- Our Year 1 students were assessed against the Phonics Screening Test. We were really happy to have 10/13 students achieve the Department Standard of Educational Achievement (SEA) of 28 or more items correct. The 3 students that did not achieve the SEA are all involved in intervention programs.
- We also reassessed our Year 2 students who did not achieve the Department SEA for their Year 1 Phonics Screening Test in 2019. All students (excluding students with disabilities) exceeded the SEA for the 2020 phonics screening test.
- Our Year 1 and 2 reading benchmarks were collected centrally, 21 out of 27 students achieved the SEA of an instructional reading level of 13 or above in Year 1 and 21 or above in Year 2. Those students that did not achieve the SEA are involved in literacy intervention programs and all students are making good progress.
- Our Year 3 – 7 students sat the Progressive Achievement Tests (PAT) tests. For the PAT-Maths tests 39 out of 41 Year 3 to 7 students (excluding students with disabilities) achieved at or above the Department SEA.
- For the PAT-Reading tests 38 out of 41 Year 3 to 7 students (excluding students with disabilities) achieved at or above the Department SEA.
- We examine all student results to see if there are common errors or misunderstandings across cohorts of students.
- NAPLAN testing did not occur during 2020 due to Covid 19. This made it difficult to assess our growth towards our site improvement targets
- We also look at individual results to determine whether it is appropriate for students to undertake intervention programs such as Minilit, MacqLit or Quicksmart Numeracy.

## Attendance

Year level	2017	2018	2019	2020
Reception	93.3%	92.6%	96.3%	91.7%
Year 1	95.4%	90.9%	93.3%	96.6%
Year 2	96.3%	92.1%	93.8%	94.9%
Year 3	91.3%	96.5%	94.9%	94.3%
Year 4	92.7%	87.9%	96.3%	93.0%
Year 5	92.0%	92.5%	92.5%	95.9%
Year 6	90.0%	87.1%	93.6%	92.8%
Year 7	93.8%	86.2%	92.9%	93.6%
Total	93.2%	90.7%	94.3%	94.0%

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

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

## Attendance comment

The school places a high emphasis on regular student attendance. When students are identified as having high levels of absence, the school works collaboratively with the family and student to encourage regular school attendance. The school provides many interesting and varied programs to support all students in having valuable learning opportunities and also fun experiences both in and out of the classroom.

## Behaviour support comment

We help students to learn to manage their own behaviour and be responsible. We support students by providing opportunities for them to experience success. We provide a curriculum that enhances the skills of students with a focus on developing positive attitudes and working with/caring for others. Inappropriate behaviours are actively discouraged through a range of strategies and actions that support the needs of an individual and promote a positive sense of purpose, engagement and relationships based on common understandings and agreements. The school works collaboratively with students, families, support services and external providers (where appropriate) to support students to make positive behaviour choices.

## Client opinion summary

The school works in collaboration with families to meet the educational needs of students. We are fortunate that we have a committed and hard working staff who consistently strive to provide a holistic approach to teaching and learning. The school is well supported by families.

Student Surveys were not completed during 2020.

There were 32 parent engagement survey responses received from 60 families.

Parent responses indicated:

- parents think that education at school is important to their child's future
- they feel like their child is important to the school
- teachers and students treat each other with respect at the school
- they would like more opportunities to have input regarding their child's learning.

There were 12 staff responses received.

Staff indicated:

- they receive the necessary resources to meet their role expectations;
- resources are allocated in line with our key priorities
- they design learning plans with clear learning intentions referenced to the Australian Curriculum
- they collaborate effectively with colleagues to achieve our goals.
- they wouldn't hesitate to recommend Suttontown Primary School to a friend seeking employment.

Staff are committed to the improvement agenda of the school and work as a team to reflect on, challenge and continually improve their pedagogical practice. The school has worked hard on continually improving our classroom pedagogy, giving students more ownership over their learning and providing students with clear feedback about how to improve their learning.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	14.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	10.7%
Transfer to SA Govt School	21	75.0%
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

All teaching staff were previously screened for criminal history clearances by the Teachers Registration Board of South Australia. As teacher registrations are renewed, teachers complete a Working with Children Criminal history check. All SSOs completed a DCSI criminal history screening prior to being employed. When their current certificate is about to expire or new SSO's commence employment, they are required to complete the DHS Working with Children Check. Governing Council members, classroom, excursion and camp volunteers are screened prior to working in the school. Suttontown ensures that volunteers have completed the Responding to Abuse and Neglect sessions for volunteers. As criminal history screenings become expired, we remind staff, parents, and volunteers of the need to complete



# 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	9
Post Graduate Qualifications	3

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	6.4	0.0	3.3
Persons	0	7	0	5

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

## Financial statement

Funding Source	Amount
Grants: State	\$1,198,927
Grants: Commonwealth	\$14,150
Parent Contributions	\$24,564
Fund Raising	\$0
Other	\$12,006

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	Funding used to employ SSO's to work with identified students on individual programs to support students to build friendships, participate in play and to encourage improved attendance of individual students.	Students have shown increasing success in meeting their individual goals.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Funds used to support individual students through Individual or small group programs in literacy, mathematics, speech, social and emotional skills.	All students have demonstrated growth in their achievement of individual goals.
Targeted funding for groups of students	<ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> First language maintenance & development Students taking alternative pathways IESP support	Rural & isolated funding, Early years funding, Literacy funding and Learning Difficulties Grant were used to provide literacy and numeracy support to students through ancillary support in classrooms and running mini-lit, multi-lit and quicksmat numeracy and too smart numeracy intervention programs for identified students. Aboriginal funding was used to support the involvement of Aboriginal students in intervention programs and to purchase Aboriginal cultural resources.	Most students who have been in intervention programs have demonstrated progress.
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to purchase staff and curriculum resources to support our maths and writing improvement goals.	Students are being provided with more open-ended hands on tasks during maths les
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Better Schools Funding was used to provide SSO hours for intervention programs for literacy and numeracy support.	Increased numbers achieving the SEA in Phonics, Yr 1&2 reading and PAT testing.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

