



Callington Primary School

2021 annual report to the community

Callington Primary School Number: 0705

Partnership: Heysen

Signature

School principal:

Mr Paul Jude

Governing council chair:

Phil Medic

Date of endorsement:

25 February 2022



Government
of South Australia

Department for Education

Context and highlights

Callington Primary is a small, rural Reception to Year 7 school situated in a small country town, 60 kilometres east of Adelaide, just off the South Eastern Freeway. In 2021, the school year commenced with an enrolment of 77 students. There were 3 classes, structured as R/1, Year 2/3/4 and Year 5/6/7. This was the final year with Year 7s on site. Therefore it was this year's 6 and 7 students' final year. It is anticipated enrolments will stay in the 70s for 2022, with a big group of Receptions expected. Most teachers are permanent, two SSOs are permanent and the Principal has completed 3 years of a 5 year tenure. The school is benefiting from a period of stability and focus on improvement. The School has also worked closely with the Callington Kindergarten staff and students in recent years. This has resulted in a comprehensive transition to school program. In recent years, all the kindergarten students have progressed onto the Primary School.

A safe, friendly learning environment is evident and the delivery of explicit social skills programs develops a strong sense of belonging and wellbeing. This extends to the wider school community, with parent contributions and support a significant strength. The dedicated staff team work together to achieve the best possible outcomes for all students.

In 2021, the school offered curriculum specialisation in Design and Technology, PE/Health, STEM, Performing Arts and Cultural Studies. Classroom instruction was delivered in line with the Australian Curriculum and the goals identified in the School's Improvement Plan. The teaching staff have expanded their skills through Professional Development in a variety of programs and the continuation of Professional Learning Teams across Echunga, Meadows, Macclesfield and Callington Primary Schools.

Once again, there were significant challenges presented in 2021 as restrictions associated with Covid-19 continued. This resulted in many popular school/community events cancelled, modified or rescheduled. However, there were still some highlights and some diverse learning experiences. Some of the highlights were...

- Sporting Schools programs (hockey, badminton and Surf Ed)
- Sports Day / Purple Run
- Footsteps Dance
- Book Week celebrations
- Callington Show
- Milk Bottle regatta
- Citizenship Breakfast
- Swimming
- RAA Road Safety sessions
- Easter parade

Governing council report

Amazing how a splash of paint, new bike shed and a new red super spinner enhances the look and feel of this wonderful little school!

It's an honour to be a part of a caring and growing community and to build on the successes of previous Governing Council teams.

In another year where life has thrown some interesting challenges, the school has risen to the occasion and adapted very well to our new normal. Mr Jude, at the helm, and the staff have done a wonderful job in keeping the kids and the school safe in the ever-changing environments of life. We are super grateful for continuing the great work and dedication to the future of our kids and the school community. We hope an OSHC can start in Term2 next year, but isn't confirmed yet.

Getting the OSHC, feasibility process underway is a fantastic achievement for the council as the school is seeing solid growth in numbers, with a lot of new families joining us next year. A welcome sign that the school is continuously making progress for the benefit of all of the community.

We appreciate the efforts of everyone involved in fundraising this year. It was great to have the Calli Show stall back, and to sell out again! Big thanks to all who volunteered. Also, to all families for your contribution in raising monies for the school. It all helps keep the cost for the kid's activities affordable for all of us.

Much gratitude to all Governing Council members, for your commitment and donation of time, adapting to online and hybrid meetings and for caring about our kids' wellbeing. I'm glad to have served with all of you.

Good luck and a fond farewell to the year 6s, 7s, Ms Duggan and Roger. We wish you all the best for the next chapter of your lives. Thank you to you and your families for being a part of this school community.

Callington Primary is a keystone to the town and surrounds. Every year seems to get better and better thanks to each and every one of you. It takes a village to raise the children, as the saying goes, and this school is a perfect example of that. We love being a part it.

Best Regards,
Phil Medic
Chairperson

Quality improvement planning

Despite the challenges of 2021, we were still able to make progress with the third year of Callington Primary School's Improvement Plan. Teaching staff reviewed the plan every term and linked their own Performance Goals to it. Areas included in the plan continued to be informed by the External Review that occurred in late 2018 and other areas identified after an audit of all our data at the end of 2020. Literacy and Numeracy Guidebooks were called upon to ensure best practices were included. The three goals in the School Improvement Plan were -

- Improve learner dispositions with a focus on developing assessment capable learners.
- Increase student achievement in literacy R-7, with a focus on Reading and Writing.
- Increase student achievement in R-7 numeracy.

Goal 1

The Berry Street Education Model continues to be a powerful conduit for progress in this area. Across the school, elements such as morning circle, lesson structure, ready to learn scales, savouring boxes, escalation maps and interoception strategies continue to bring about positive wellbeing and engagement. Coupled with a strategic focus on formative assessment and learning goals, data suggests we are progressing well with learner dispositions and academic self-concept. Wellbeing and Engagement data reflects strong connections to school, peers and trusted adults. An External Review was conducted late in 2021 and the panel reported a variety of evidence to suggest our school has made valuable gains in this area since the last External Review.

Goal 2

We continued our focus on the Big 6. Heggerty's Phonemic Awareness was embedded into daily literacy work in R/1 class. Jolly Phonics data reflected some pleasing growth by the end of the year for Receptions, despite the disrupted year. This growth is yet to translate to the Phonics Screening Check data we're aiming for, but changes have been made to the way we introduce and focus on unfamiliar words. Words their Way diagnostic assessment has been used effectively across the school in accordance with our data cycle, but we will move towards SoundWaves diagnostic so it complements the spelling program used daily. Challenge words and subject specific Word Walls used effectively across subjects. We continued our involvement in the Brightpath Writing Improvement program with the narrative genre, with pleasing gains observed between the samples in most cases. ESR revealed there is consistency across the school in literacy programs and routines. The time is right to record a literacy agreement in early 2022 that encapsulates all that we do with Literacy R-6.

Goal 3

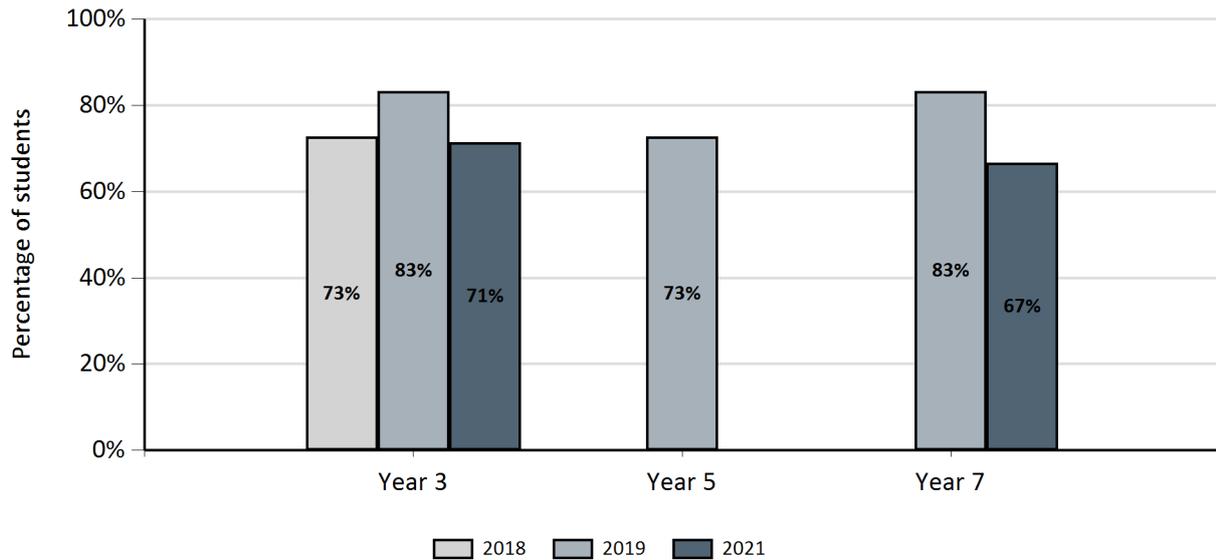
We refined our Mathematics focus around the Big Ideas in Number in 2021. This included assessing all students using the Big Ideas in Number testing kits, classroom instruction focussing on these key fundamentals and refining our intervention to compliment this work. As appropriate, some Pre and post data was collected for Place Value, Addition and Subtraction and Fractions and Decimals for the older students, using the Fixing Misconceptions resources. Our ongoing involvement with the Learning Improvement Division's mathematics facilitator extended our thinking around learner dispositions to mathematics and the importance of deep understandings of the Big Ideas in Number. This occurred with our cluster of small schools (Echunga, Macclesfield, Meadows and Callington) through Professional Learning Teams and provided opportunities for dialogue and planning.

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

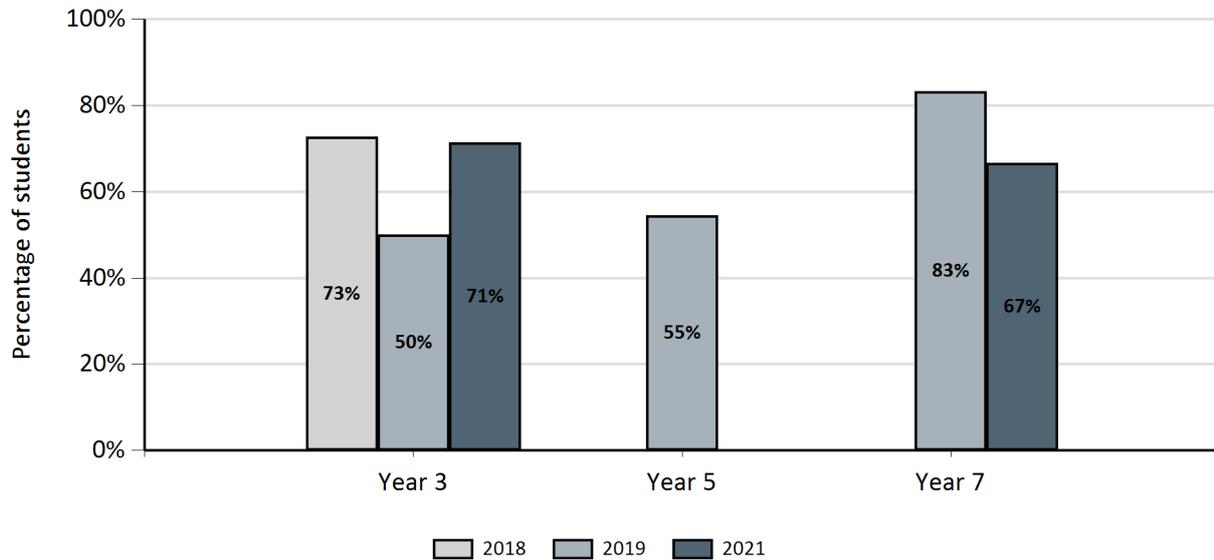


*NOTE: No NAPLAN testing was conducted in 2020.

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.

*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 2019 to 2021 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	*	*	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	Year 5-7	State (average)
Upper progress group	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

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	7	7	1	1	14%	14%
Year 3 2019-2021 Average	6.5	6.5	1.0	1.0	15%	15%
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	8.0	8.0	1.0	0.0	13%	0%
Year 7 2021	9	9	1	0	11%	0%
Year 7 2019-2021 Average	7.5	7.5	0.5	0.0	7%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

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

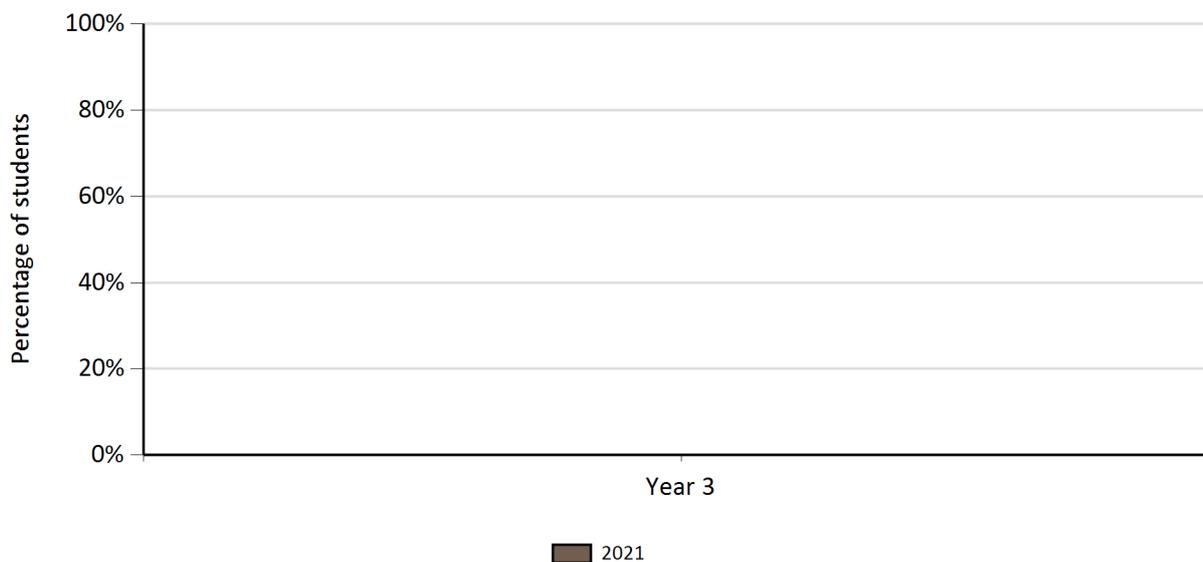
[^]includes absent and withdrawn students.

*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



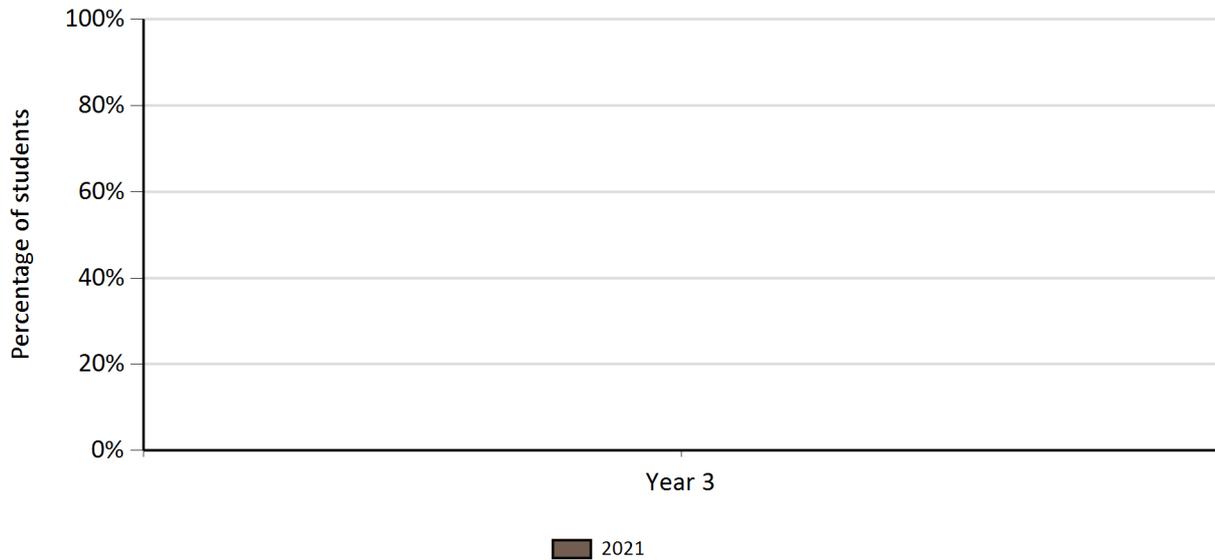
*NOTE: No NAPLAN testing was conducted in 2020.

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 State (average)

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 State (average)

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	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 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: Data Informed Planning

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

Improvement actions were planned and implemented addressing element one, focusing on the collection and strategic analysis of assessment data to inform literacy and numeracy improvement priorities for Aboriginal learners at the school, team and teacher level. This also included the effective use of data to inform school decisions and teacher practice for each Aboriginal learner. Elements 2,3,4 and 6 were also targeted in our Action Plan. Key actions in these elements included building in ATSI specific focus areas into PDP conversations and monitoring impact of High Impact Teaching strategies for all learners, with an emphasis on ATSI students. The Schools Improvement Plan had a rigorous focus on Literacy and Numeracy including Big Ideas in Number and Big 6 of Reading which all students have benefitted from. Element 5 will be a focus of some targeted work in 2022 and beyond as we look to further engage Aboriginal families more as partners in literacy and numeracy learning.

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

These actions translated to closer monitoring of ATSI learners, beyond the data cycle plan and shared drive for all student data. Specific students' goals were discussed with all staff, not just those who have those students in their class. All in all, 2021 was a positive year for our Aboriginal Learners. Students were supported by staff and parent/carers working with targeted One Plans and access to the APAS (Aboriginal Programs Assistance Scheme). Excellent attendance, positive wellbeing data and academic growth reflect a positive year.

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. However, our staff value these assessments and tend to look at the data on an individual basis. This year we continued to work on collating our site based data more efficiently through a shared folder. This data was collected in accordance with our data cycle that teachers developed together. This data included assessing phonological awareness, phonics, reading, spelling and numeracy, as well as statewide assessments such as Phonics Screening Check and PAT Reading and PAT Mathematics. There were some positives identified in our early years literacy. Whilst we didn't achieve our goals with the Year 1 Phonics Screening Check benchmark, many students weren't far off it! The local sound data we keep showed strong sound knowledge. We've modified our use of pseudo words and sounds in unfamiliar words to allow our students to more accurately reflect their sound knowledge. Our reading data reflected 45% of our new receptions reached SEA (Standard of Educational Achievement) with Running Records. Some other positive growth was identified in our Junior Primary year levels reading data. Phonics revision and a specific focus on phonemic awareness certainly contributed to this growth. We analysed our PAT data in depth. We used PATtracker to assist with this analysis, tracking improvement rates back to 2015. Across the year levels who sat the test a high percentage of our students reached the SEA scale score in Mathematics and Reading. Highlights included 100% of Year 5 and 6 students achieving SEA in PAT-R. Also, more than 80% of our Year 2, 3, 4, 5 and 6 students achieved SEA in PAT-M. A high percentage of our students achieved growth in the 'optimal' quadrant.

Attendance

Year level	2018	2019	2020	2021
Reception	92.0%	93.8%	89.8%	87.4%
Year 1	90.3%	86.1%	93.6%	88.4%
Year 2	96.4%	91.9%	88.5%	93.1%
Year 3	89.8%	95.0%	88.1%	84.1%
Year 4	91.5%	89.3%	92.0%	87.6%
Year 5	86.6%	94.9%	87.6%	93.2%
Year 6	92.1%	80.6%	93.0%	87.2%
Year 7	84.5%	94.9%	93.9%	90.4%
Total	90.5%	91.6%	90.7%	88.8%

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

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

Attendance comment

Despite the uncertainty of Covid-19 continuing throughout 2021, attendance remained positive at Callington. The timely, continuous and systematic follow up of attendance by teaching staff and administration staff ensured that attendance rates remained high. Staff continue to work with families to highlight the importance of regular attendance and punctuality to ensure optimal social, emotional and cognitive development.

Behaviour support comment

Our school continued the Wellbeing Classroom program, delivered by Jeanette, our PCW. Classroom teachers complemented this program with an explicit focus on our BREMER values of Bravery, Respect, Excellence, Mindfulness, Enthusiasm and Responsibility. In addition to this, our focus on the Berry Street Education Model resulted in all students 'connected' to their classroom, peers and school staff. Our school has explicitly defined behaviour expectations across the school, with a focus on restorative practices when a repair in relationship is required. Our intention is to provide early intervention and follow up classroom and yard issues so that conflict are resolved efficiently and fairly and clear communication with Parents/Carers is provided. We had very few high level behaviour incidents.

Parent opinion survey summary

In 2021, DfE coordinated a Parent Survey. We received 31 responses which represents nearly over 60% of our school. This response rate allowed us to draw some accurate conclusions from the data. Some positives are around the feelings of child importance, communication and education importance. Some areas for improvement are around parent involvement in student learning, communicating work expectations more clearly and supporting discussions at home about learning. We have accommodated some of this feedback into our School Improvement Plan for 2022. Our students took part in the Wellbeing and Engagement Collection (WEC). There were some positive signs in the data. Some noteworthy results were around connectedness to school and positive academic self concept. All these areas reflected a very positive trend in recent years.

Intended destination

Leave Reason	Number	%
NS - LEFT SA FOR NSW	1	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	80.0%

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 Relevant History Screening information is documented on EDSAS and this is checked and updated regularly by administration staff.

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	8
Post Graduate Qualifications	4

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	0.9	3.8	0.3	2.8
Persons	1	5	1	3

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

Financial statement

Funding Source	Amount
Grants: State	\$1,176,872
Grants: Commonwealth	\$5,600
Parent Contributions	\$25,519
Fund Raising	\$8,557
Other	\$7,276

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	Funding was used to support wellbeing/engagement of all students in the school. Main focus was the Berry Street Education Model. Staff are trained and supported in this. Resources provided.	Positive wellbeing data. Excellent attendance and positive Parent Survey results
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Targeted support/intervention programs with skilled SSOs, addressing agreed goals in up to date One Plans	Annual One Plan meetings reflected growth with all students accessing IESP
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 Students taking alternative pathways IESP support</p>	Funding used to provide additional SSO support to classes. Focus on Literacy/Numeracy support and intervention as required. ATSI students supported with targeted One Plans and SSO support	Positive trends with early years phonics & reading levels. Getting traction with Numeracy intervention. Excellent attendance & wellbeing data for ATSI students
Program funding for all students	Australian Curriculum	Funding used to access LET initiatives such as Be Brave and lead literacy and Early Career support opportunities in the Portfolio	Staff supported to deliver consistent, rigorous teaching, linked to SIP.
Other discretionary funding	Aboriginal languages programs Initiatives	SSO time used to support Indigenous students and promote cultural perspectives across the school.	Positive wellbeing data and opportunities for students with cultural awareness.
	Better schools funding	Targeted support/intervention programs with skilled SSOs, addressing agreed goals in up to date One Plans	Annual One Plan meetings reflected growth with all students accessing support
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

