



# Clapham Primary School

## 2021 annual report to the community

Clapham Primary School Number: 0952

Partnership: Mitcham Plains

Signature

School principal:

Jodie Kingham

Governing council chair:

Louise Hayton

Date of endorsement:

6 December 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Clapham Primary is a Reception to Year 7 campus. We are in the Mitcham Plains Partnership and are situated in the Adelaide foothills with an enrolment of 264 students. An increase of 27% since 2016. There are ten mainstream classes and two Special Options classes (Junior Primary and Primary). Clapham Primary is a Category 6 school. 20% of families access school card, 3% of students identify as Aboriginal or Torres Strait Islander and 24% of students with English as an additional language or dialect background. 2021 again has had its challenges due to COVID however the school has worked to ensure programs and education for all students has not been impacted. We were able to provide school events as planned. Sometimes events were adapted to meet the DfE COVID guidelines at the time. We are very proud of our teaching staff who adapted, showed flexibility and dedication whilst continuously focussing on school improvement.

Highlights of 2021 include:

- \*Clapham Primary celebrated 60 years – 1961-2021
- \*Whole school assemblies held every three weeks with each class taking responsibility for the presentation
- \*Fundraising – Many events with the highlight for the year being the Quiz Night (60s theme – amazingly at the time COVID restrictions did not impact this event)
- \*Excursions and Incursions - Aquatics, Water Safety Program, Clapham Project (with Springbank Secondary College), Camps (Year 5-7 and Year 3/4)
- \*Book Week Activities eg, parade, author and illustrators as guest speakers
- \*Colour Fun Run
- \*Sports Events – Cross Country, Athletics Carnival, Sports Day
- \*Students representing the school in district and state SAPSASA teams
- \*SRC Fundraising – Raised over \$1000 for saving Orangutans
- \*Instrumental Music including Strings Orchestra.
- \*Quality Teacher Professional Development – Natural Maths, Thinking Maths, Trauma Training (Berry St), Differentiation and providing authentic feedback to support learning
- \*Student Leadership Program
- \*Community Action Day
- \*Graduation of a double cohort – Year 6 and Year 7
- \*Whole school Production (Term 3) – “Welcome to the 60s”

## Governing council report

On behalf of Governing Council (GC), I would like to thank the Clapham Primary School (CPS) staff, students & community for their hard work. COVID has tested & proven the resilience of us all for the second year. As we look towards 2022, we can't deny that we will face the same & new challenges in 2022. Over the last 2 years, we have learned, together, how to adapt & we have no doubt that in to 2022, the tools we now have will enable us to get through this together, as a strong school community. We acknowledge how hard it has been & we thank you for your patience, understanding, adaption & complying with SA Health Regulations. 2021 sadly marks the end of Jodie Kingham's journey as principal. The GC have been amazed at how far the school has come in the 6 years that Jodie has been principal. She has been absolutely instrumental in turning the school around & into the progressive & nurturing environment that we see today. We thank Jodie for her passion & love for CPS, the results truly speak for themselves. We can't thank the wonderful leadership team & teachers enough! Thank you for giving your all to our children's education & for helping parents feel like we are part of our children's school journey ie sending us lots of Seesaw updates. As we have not been physically able to be at school because of COVID, this has meant the world to us. CPS remains in a strong & stable financial position. The careful financial management over the last 6 years has materialised into the school being able to develop progressively with constant training of our wonderful teachers. The investment into programs & specialist teachers is constantly evolving and improving & in 2022 more enhancements are planned. We can't wait to see the new developments to the physical landscape of the school eg Nature Play Space & disability access paths (to be completed in 2022) & the gorgeous Indigenous mural that has just been finished. There has been many practical improvements to the school, including air conditioners, roofing and IT, technology & educational resources. Thanks & appreciation must go to parents that make up our school sub-committees for their hard work and dedication. The GC would not be able to do it without you. We love your ability to think outside of the square & create amazing experiences for the community, like the very successful Quiz Night. Congratulations to both our Year 6 and 7 classes for graduating this year, we wish you all of the best for high school and we know that you leave CPS with a strong foundation. We encourage all parents to consider GC for 2022. Your involvement is very much wanted & helps to shape the future of the school.

# Quality improvement planning

The school was Externally Reviewed in Term 3 of 2020 and immediately the Site Improvement Team (SIT) and staff began to establish a comprehensive and detailed Site Improvement Plan (SIP) to target school improvement to support improved student achievement. The SIT consists of the Leadership Team and a staff representative from each of the teams (R-2, 3-5 and 6/7/Specialist).

The SIT collaborated with the Leadership Team to implement and review the schools Site Improvement Plan with their respective teams. The Principal, Deputy and Assistant Principal are assigned to a team. Staff regularly review the SIP in allocated staff meeting time – three per term. The SIT meets once per term to review and monitor the SIP using the evidence gathered and documented by staff. Staff collaborate to complete Step 4 and Step 5 and ensure evidence of meeting the SIP goals is documented. The school utilises the planning improvement process to raise student achievement e.g. analyse and prioritise, determine challenge of practice, plan actions for improvement, improve practice and monitor impact and review and evaluate.

Staff again presented a personal Challenge of Practice to their team. The Challenge of Practice is an area staff have identified that they would like to improve in their practice. This process has further strengthened the collaborative culture of our staff in supporting and challenging one another. During Term 3 our staff participate in peer observations. Teachers use the Australian Professional Standards for Teachers as part of the observation process which guides the professional conversations before, during and after the observation. Effective feedback, review and observation processes support the ongoing development of teachers (being exposed to various teaching styles and participating in professional dialogue) and the promotion of high-quality learning experiences for students. Classroom observation is a valuable process that supports school improvement and the development and recognition of teachers. Regular and planned observation provides the foundation for deep reflection and provides the opportunity to give and receive both constructive and appreciative feedback.

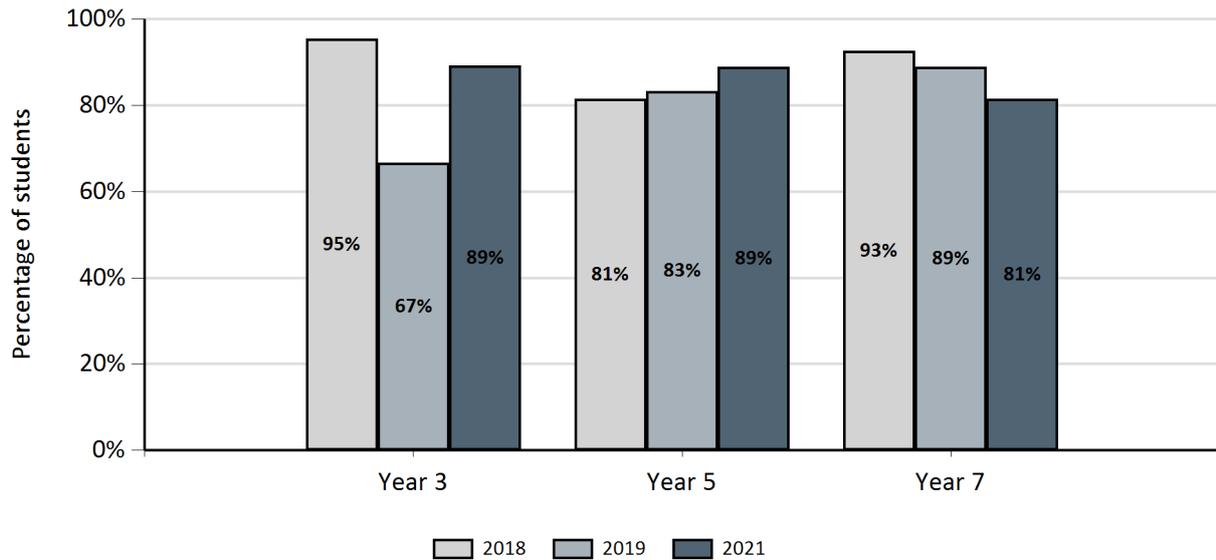
Student data is regularly reviewed to identify areas for whole school improvement. For example, providing targeted intervention for those students at risk in Reception supported improvement in our phonics data with 74% of students meeting benchmark. This year Initialit (an explicit phonics literacy program) has been introduced for Receptions and in 2022 this program will be implemented in Reception, Year One and Year Two.

# 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

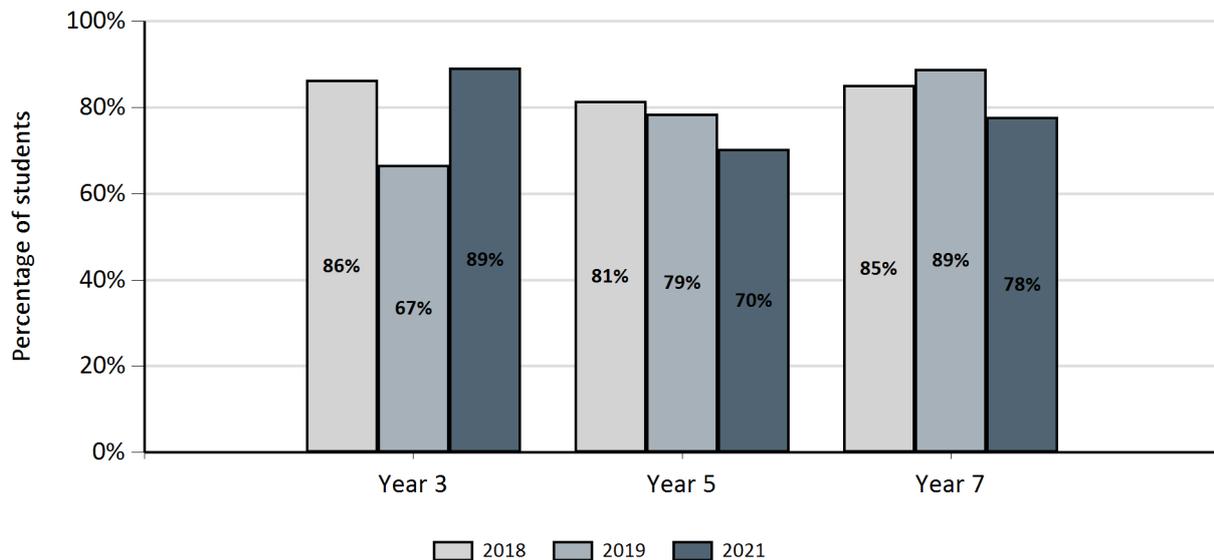


\*NOTE: No NAPLAN testing was conducted in 2020.

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	43%	33%	33%
Middle progress group	43%	48%	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	35%	*	33%
Middle progress group	40%	68%	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 <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 2021	28	28	16	8	57%	29%
Year 3 2019-2021 Average	30.5	30.5	15.0	8.5	49%	28%
Year 5 2021	27	27	11	7	41%	26%
Year 5 2019-2021 Average	34.5	34.5	13.5	8.5	39%	25%
Year 7 2021	27	27	8	9	30%	33%
Year 7 2019-2021 Average	22.5	22.5	9.0	10.5	40%	47%

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

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

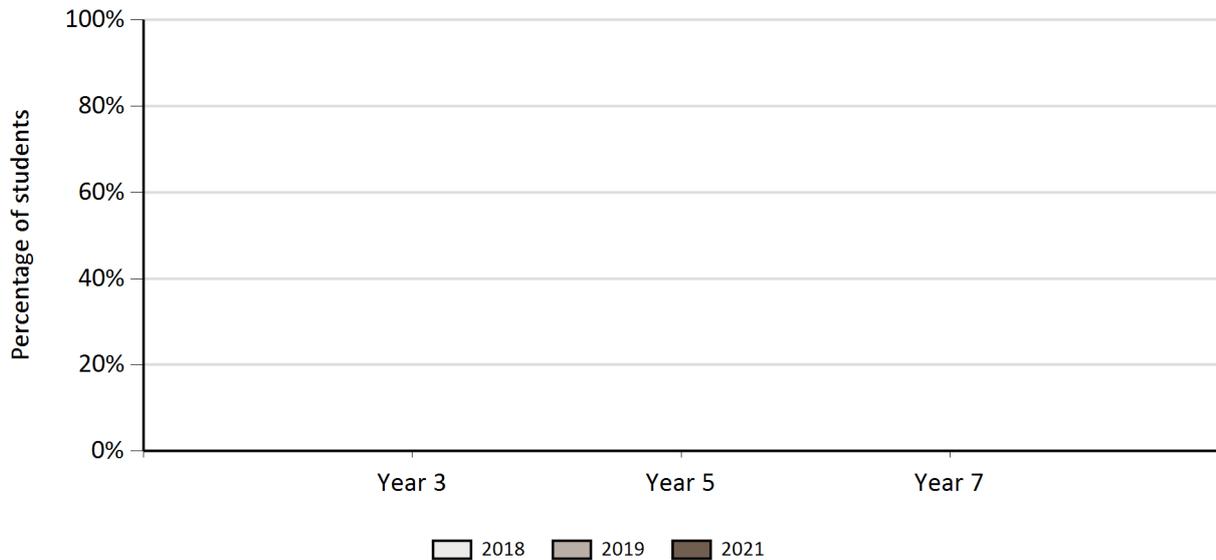
<sup>^</sup>includes absent and withdrawn students.

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

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

## NAPLAN proficiency - Aboriginal learners

### Reading



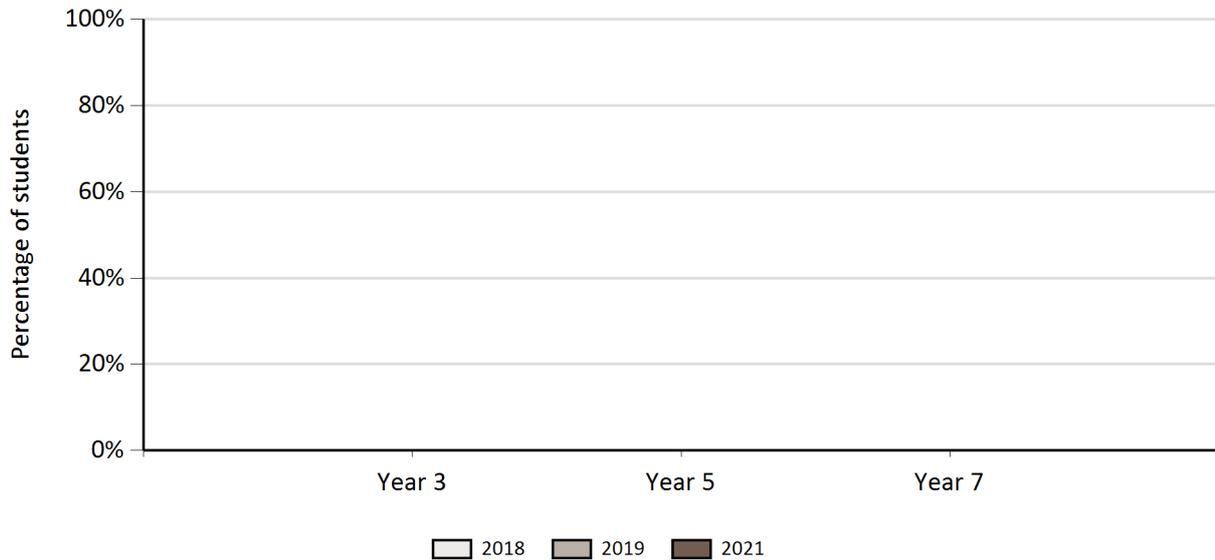
\*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

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	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

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 <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 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.

<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.

## 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:

Goals for all Aboriginal students are included in our SIP and we continue to track and monitor progress in all curriculum areas, attendance and wellbeing. Student Review Team (SRT) monitored Aboriginal students Running Record and PAT-M/R results and aligned SSO support to identified students to work within the classroom on targeted literacy and numeracy goals sourced from student One Plans. A 'tracking sheet' was developed for use by SSO/teachers to regularly monitor impact of intervention.

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

Staff ensured connections were established with staff, students, parents/care givers and Support Services for provision of individualised support, including engaging an ACEO from the local Partnership to assist with student transitions to high school. With a strong focus on data informed planning targeted teaching enabled improvement for students. One example with PAT-R results show improvement for students eg: Student 1 – 104.5 in 2020 and now 113.6 in 2021; Student 2 111.9 in 2020 and now 123.3 in 2021. Another is Brightpath writing assessment pre and post tests. The expected growth within a year is 40 points, all students except for one, far exceeded this. See results below:  
 Year 1 students - student 1: pre test 40 and post test 135 and student 2: pre test 60 and post test 260  
 Year 3 students - student 1: pre test 70 and post test 290 and student 2: pre test 240 and post test 315  
 Year 4 student - pre test 210 and post test 220  
 Year 5 student - pre test 230 and post test 330  
 Year 6 student - pre test 170 and post test 550  
 Year 7 students - student 1: pre test 170 and post test 265 and student 2: pre test 250 and post test 310

# School performance comment

A priority in our SIP is to provide intellectual stretch to ensure growth for every child. SIT representatives from each team (R-2, 3-4 and 5-7 ) led their respective teams during team meetings to continually review data. With NAPLAN not being administered in 2020 staff were committed to collecting relevant data from other sources for analysis to inform teaching and learning, including PAT-R/M, Running Records, Year 1 Phonics Screening Test. Numeracy was a focus and teacher capacity was built through participation in professional development and action research projects in collaboration with a Curriculum Consultant, targeting differentiation, success criteria and feedback. In writing, staff continued to use Brightpath to assess, moderate and provide feedback. In 2021 the Information Report Writing Ruler was used to develop student's understanding of this text type. Students completed 2 samples of Information Report Writing and teachers used the Brightpath platform to assess the writing samples. Review of the students' data showed evidence of student growth over the year. There were significant improvements in pre and post Brightpath assessments. This demonstrates that students have increased their understanding throughout the Information Report Teaching Cycle. Review of data in bubble graphs sets showed the comparative data for Term 1 and 3. 94% of our students have made progress with the graphs displaying an obvious improvement across the school. The teacher moderated results for Term 3 were also moderated by Central Office (DfE – Brightpath Team) to ensure consistency and authenticity. The majority of the teacher's moderated scores, compared to Central Office, were the same or within 10 points.

27 Year 1 students participated in the Phonics Screener in 2021 with an average score of 30.1. The number of students achieving 28 or over was 74%. InitialLit was trialed with our Reception students and preliminary data bodes well for a significant increase in student achievement when the 2022 Year 1 Phonics Screener is implemented. In PAT-M Yr3 - 3 students, Yr4 - 5 students, Yr5 - 6 students, Yr6 - 4 students, and Yr7 - 6 students did not meet the Standard of Educational Achievement (SEA) scale score. In PAT-R Yr3 - 2 students, Yr4 - 3 students, Yr5 - 6 students, Yr6 - 4 students, and Yr7 - 7 students did not meet the SEA scale score. All of these students fall into one or more of the following categories: EALD, diagnosed with a specific learning disability or student with intellectual impairment in a Special Options class, or receiving support in an evidence based intervention program (IESP Grant) or is IESP Category Funded. This year our NAPLAN higher band (HB) achievement has been maintained and/or improved. Students who have achieved in HBs previously are maintaining higher band achievement. The percentage of students achieving SEA and HBs in writing has remained steady. There was an increase of Year 3s achieving SEA in Reading. HB achievement in Reading: Year 3 –56%, Year 5— 40% and Year 7—30%. HB achievement in Numeracy: Year 3 –30%, Year 5— 28% and Year 7—33%.

Students who did not meet SEA or year level benchmarks are tracked and monitored by Student Review Team.

## Attendance

Year level	2018	2019	2020	2021
Reception	91.2%	94.7%	88.1%	91.2%
Year 1	91.1%	92.3%	89.5%	93.9%
Year 2	91.9%	91.9%	88.6%	94.0%
Year 3	93.5%	93.7%	90.4%	91.2%
Year 4	92.5%	89.0%	90.5%	93.4%
Year 5	92.8%	91.7%	89.5%	92.2%
Year 6	92.0%	90.6%	88.7%	92.1%
Year 7	93.7%	92.1%	89.4%	91.0%
Primary Other	88.4%	87.1%	83.1%	86.7%
Total	92.0%	91.8%	88.9%	92.2%

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

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

## Attendance comment

A whole school approach is implemented to support student attendance and engagement. Staff follow school processes to support regular attendance eg teachers making contact with parents on the third day of an unexplained absence. The Student Review Team engage the Attendance and Engagement Officer to support families and students to improve attendance. Support and case management (for students and for their families) is a complex and ongoing process.

## Behaviour support comment

A major focus has been building staff capacity (teachers and SSOs) to enact trauma-informed practices. Staff have received training in the Berry Street Education Model (BSEM) and consistent Ready to Learn routines and strategies are in place across the school to help students develop emotional self-regulation. Strong home-school partnerships exist as a result of a consistent approach to managing and recording student behaviour, restorative justice processes and timely communication to parents. It is important to note that Take Homes and Suspensions are only one part of our Behaviour Support processes. The total number of Take Homes is 11 and Suspensions is 12. NB student count is 8 for both and there were no exclusions. There are many other strategies that we use to support students, teachers and parents. For example: Behaviour plans (incorporating suitable strategies), One Plans, Liaising with other service providers, families and PCW support.

## Parent opinion survey summary

Each year the Department for Education coordinates a parent survey for schools. This year we had an outstanding 149 responses to the survey. The results are very positive overall, with positive responses increasing in most questions from 2020. Our Site Improvement Team (SIT) reviewed the survey responses to identify areas for further improvement.

Areas identified for further investigation and improvement by the SIT included:

- Communication – SeeSaw and Skoolbag
- Parent engagement – meeting with teachers
- Understanding of student learning – what is expected at each year level

The SIT also acknowledged that the past two years have been very different from our usual way of operating as a school. All of our lives have been impacted through the changes of COVID restrictions (and at times these ease and then return). The SIT therefore reviewed the “Ideas in response to parent survey” document that highlighted strategies to be implemented in 2021 (COVID dependent) to target the three areas for improvement in particular parent engagement and understanding of student learning. The identified strategies to target the areas for improvement are set to be implemented in 2022 (COVID dependent).

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	17	27.9%
NS - LEFT SA FOR NSW	3	4.9%
NT - LEFT SA FOR NT	2	3.3%
OV - LEFT SA FOR OVERSEAS	4	6.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	34	55.7%
VI - LEFT SA FOR VIC	1	1.6%

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

The school's established processes for volunteers has been implemented thoroughly and consistently. Throughout this process parents are required to apply for a Working With Children Check, provide evidence of completing RRHAN training and identification documents. A register of volunteers with a WWCC is maintained and recorded on EDSAS. The school's Volunteer Handbook has been instrumental in providing information about volunteering and the roles in the school. This also includes our volunteer registration form aligned to DfE requirements.

# 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	32
Post Graduate Qualifications	8

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	17.8	0.0	8.7
Persons	0	20	0	12

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,584,394
Grants: Commonwealth	\$6,780
Parent Contributions	\$174,061
Fund Raising	\$14,990
Other	\$17,300

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	The Wellbeing and Engagement data is reviewed to identify school based programs to support students social and emotional development.	Most of our students identified with being in the medium to high areas.
	Improved outcomes for students with an additional language or dialect	Our EALD teacher works in all classes using the Seven Steps for Writing Success Program and strategies from Sheena Cameron to explicitly teaching students Language and Literacy demands.	Identify goals/targets within the Literacy Curriculum.
	Inclusive Education Support Program	SSO hours to deliver evidence based intervention programs in literacy (MiniLit Yr 1, MultiLit Yrs 2-4) and numeracy (Quicksmart Yrs 5-7) plus IESP Category funding to support teaching and learning of SWD in classrooms.	All targeted students are monitored through SRT and One Plans are reviewed.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	IESP Grant funding used for identified students to access literacy and numeracy intervention programs (SSO delivered). IESP Category funding used for individual students to increase learning engagement and time spent in the classroom.	Reduction in time out of classroom has reduced for two senior students.
Program funding for all students	Australian Curriculum	Teacher release to work with DP and Consultant to build capacity to develop student agency in learning, success criteria and effective feedback (student to student, teacher to student, student to teacher).	Identified learning intentions, success criteria and formative feedback as drive
Other discretionary funding	Aboriginal languages programs Initiatives	SSO hours to support teaching and learning.	All targeted students are monitored through SRT and One Plans are reviewed.
	Better schools funding	SSO hours to deliver evidence based intervention programs in literacy (MiniLit Yr 1, MultiLit Yrs 2-4) and numeracy (Quicksmart Yrs 5-7).	Students not improving referred to Support Services for further investigation.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	Intellectual stretch through differentiation. Students provided opportunities to attend inter-school Maths Challenge and Year 6/7 students participated in electives as part of the Clapham Project with Springbank College.	Continue to work with Springbank to provide STEAM learning opportunities.

