

Ardtornish Primary School

2019 annual report to the school community



**Government
of South Australia**
Department for Education

Ardtornish Primary School Number: 1540

Partnership: Modbury

Name of school principal:

Name of governing council chairperson:

Date of endorsement:

School context and highlights



Governing council report



Improvement planning - review and evaluate

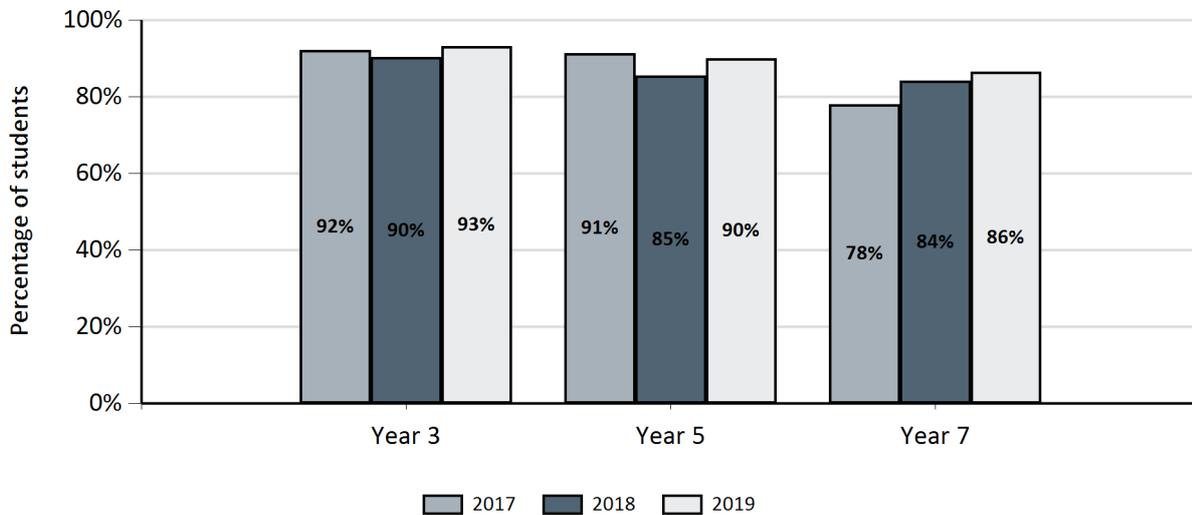
A large, empty rectangular box with a thin black border, occupying most of the page below the section header. It is intended for the user to input their improvement planning, review, and evaluation details.

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.

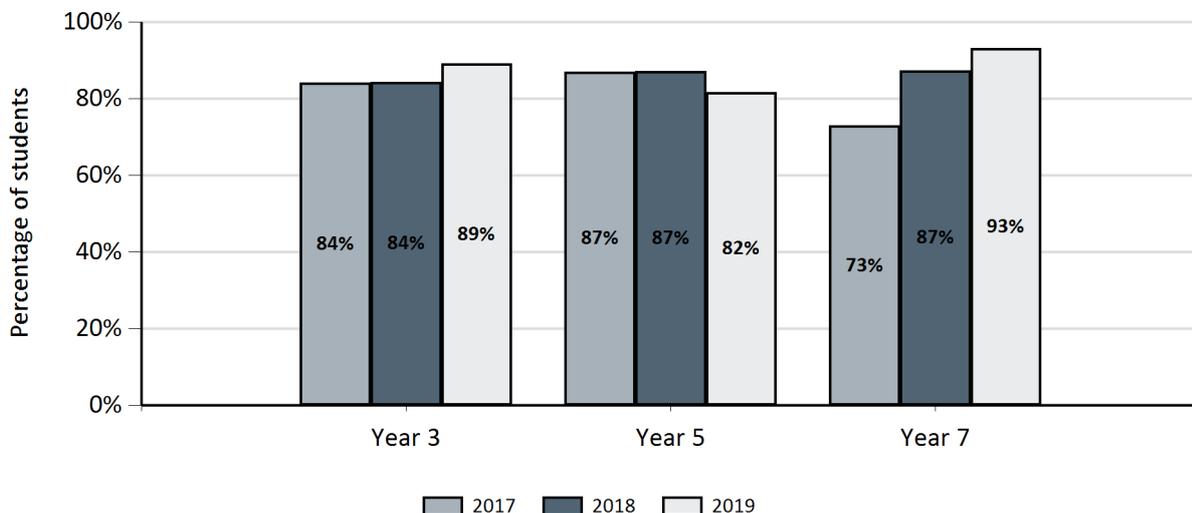
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2019 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 | 17% | 26% | 25% |
| Middle progress group | 59% | 48% | 50% |
| Lower progress group | 24% | 26% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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 | 11% | 24% | 25% |
| Middle progress group | 56% | 59% | 50% |
| Lower progress group | 33% | 17% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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 | 73 | 73 | 45 | 32 | 62% | 44% |
| Year 3 2017-19 average | 62.3 | 62.3 | 36.0 | 27.0 | 58% | 43% |
| Year 5 2019 | 60 | 60 | 19 | 15 | 32% | 25% |
| Year 5 2017-19 average | 56.0 | 56.0 | 21.0 | 13.0 | 38% | 23% |
| Year 7 2019 | 44 | 44 | 13 | 17 | 30% | 39% |
| Year 7 2017-19 average | 55.3 | 55.3 | 12.7 | 14.0 | 23% | 25% |

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

Attendance

| Year level | 2016 | 2017 | 2018 | 2019 |
|---------------|-------|-------|-------|--------|
| Reception | 94.5% | 94.1% | 94.2% | 94.1% |
| Year 1 | 94.7% | 94.4% | 93.4% | 93.7% |
| Year 2 | 94.4% | 94.9% | 94.1% | 94.2% |
| Year 3 | 95.0% | 94.0% | 95.0% | 94.2% |
| Year 4 | 93.1% | 94.8% | 94.6% | 95.2% |
| Year 5 | 94.1% | 93.9% | 95.1% | 92.9% |
| Year 6 | 94.3% | 94.2% | 94.1% | 95.2% |
| Year 7 | 92.9% | 92.3% | 93.5% | 92.9% |
| Primary other | | | 92.1% | 100.0% |
| Total | 94.2% | 94.1% | 94.2% | 94.1% |

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

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

Attendance comment

Behaviour support comment

Client opinion summary

Intended destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 3 | 3.2% |
| Other | 1 | 1.1% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 12 | 12.9% |
| Transfer to SA Govt School | 77 | 82.8% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

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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 | 48 |
| Post Graduate Qualifications | 11 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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 | 26.9 | 0.0 | 14.3 |
| Persons | 0 | 32 | 0 | 18 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

| Funding Source | Amount |
|----------------------|--------|
| Grants: State | |
| Grants: Commonwealth | |
| Parent Contributions | |
| Fund Raising | |
| Other | |

Data Source: Education Department School Administration System (EDSAS).

2019 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 2019 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 behaviour management and engagement | | |
| | Improved outcomes for students with an additional language or dialect | | |
| | Improved outcomes for students with disabilities | | |
| Targeted funding for groups of students | Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant | | |
| Program funding for all students | Australian Curriculum | | |
| Other discretionary funding | Aboriginal languages programs initiatives | | |
| | Better schools funding | | |
| | Specialist school reporting (as required) | | |
| | Improved outcomes for gifted students | | |
| | Primary school counsellor (if applicable) | | |