



Echunga Primary School and Echunga Child Parent Centre



Government
of South Australia

Department for Education

2019 annual report to the community

Echunga Primary School Number: 123

Echunga Child Parent Centre Number: 1570

Partnership: Heysen

Name of school principal:

Pam Thompson

Name of governing council chairperson:

Kristy Scherer (Acting Chairperson)

Date of endorsement:

12/02/2020

Site context and highlights

Echunga Primary School & Preschool is a small, semi-rural school in the beautiful Adelaide Hills. We are fortunate to have beautiful grounds for our students to play in. We have a mini orchard of apple, pear, plum and cherry trees, a chicken enclosure and vegetable gardens. Our school is very well supported by our community with many parents volunteering to help with reading, cooking, transport, excursions, arts and fundraising. There is a real community spirit at Echunga Primary School and Preschool and a real commitment to making our school a positive environment for our students. Parents are kept informed regarding their children's learning with regular updates on the SeeSaw app.

In 2019 we continued with professional learning based on John Hattie's research into Visible Learning, and all teachers undertook impact cycles reflecting on their practice. We continued to deliver a Spanish program to all R-7 students via the open Access College, with teachers learning alongside students. We implemented the What's the Buzz? program across the whole school.

During 2019 children were involved in a variety of activities including: the Hahndorf Winter Lantern Festival; Aquatics at Murray Bridge; Remembrance Day ceremony; Echunga's Got Talent lunchtime event organised by Rachel, our Pastoral Care Worker; R-7 camp at Arbury Park; a visit to the Tarnanthi Exhibition; sculpting & photography workshops for the Year 5/6/7s; Aboriginal Art workshops; Little Athletics; golf, tennis & netball clinics; and Footsteps dance lessons. We were fortunate to receive a Sporting Schools Grant for Terms 2 & 3 giving the students the opportunity to receive expert coaching in gymnastics and touch rugby. Students also had opportunities to participate in SAPSASA events throughout the year. Our 100% completion of the Premier's Reading Challenge resulted in us being invited to the Premier's Reception at The Sanctuary at Adelaide Zoo, where Hayley & Riley acted as wonderful ambassadors for our school.

What a privilege to be a part of such an amazing school.

Enrolments were at 76 for most of the year across 4 classes. We will be starting 2020 with 86 students.

In 2019 16 children attended preschool and we had a change in staff as Sue Melville took Long Service Leave, with Julie Griggs filling in as preschool teacher. Staff developed quality relationships with each child and family, getting to know children's individual needs, strengths and interests and providing learning experiences for each child's development. Helen integrated Spanish language into daily activities and children enjoyed becoming familiar with Spanish words and phrases. Children learned about Europe while Helen had Long Service Leave and sent back regular photos and details of her trip. Children were particularly enamoured by the photo of a giant orange slug!

The preschool team has been complemented this year with Amanda, providing lunchtime support each day, and Rachel, our school's PCW, visiting each week. Both educators built warm and trusting relationships with the children which will extend next year into the school environment.

Staff attended professional development in literacy, visible learning, nature play and sustainability, reflected within the curriculum and daily experiences. Children demonstrated growth in literacy and numeracy development throughout the year, and also thoroughly enjoyed playing with natural materials in our outdoor learning environment. We were lucky to have donations from preschool families and community members for our vegetable gardens, including vegetable beds, wine barrels, soil, seeds and plants. Children participated in sowing seeds, planting seedlings, caring for plants and harvesting vegetables. We also planted a new lemon tree in the front outdoor learning environment. A new ramp and newly planted native grasses and plants at the entrance of the preschool enhanced the entrance.

The Fairy Wrens (preschool children) regularly engaged with the primary school including library visits, attending assemblies and learning with the R/1 Rosella class, providing a positive and enriching transition to school. As well as learning Spanish, the children also had opportunities to learn some Auslan signs and Pitjantjatjara words.

Some highlights of 2019 were:

- Exploring the school in our raincoat onesies, looking for the biggest puddle in the school. We found one near the oval that our whole class could fit in at once!;
- A visit to the CFS, learning about helpers in our community;
- Creating beautiful artwork with Rebecca Prince;
- Working with the Rosella R/1 class;
- A visit from Police Officers from the Mount Barker Police Station teaching us about how to stay safe;
- Attending workshops for Bony Bodies, Healthy Harold and Deadly Australians wildlife;
- Participating in many enjoyable cooking experiences, including Spanish churros, vegetable soup, banana muffins and cakes.
- Dressing up for Book Week, Dress Up Day & Pyjama Day.

Governing council report

Echunga Primary School & Preschool is a small school which values its strong community connections. In 2019 Echunga Primary School had 79 students and the preschool had 16 children, most of whom followed on to Reception in the primary school.

It was a year of change for the preschool with our much loved preschool teacher, Sue Melville, retiring and Julie Griggs taking over for 2019. Julie has done an excellent job this year, along with Helen, in maintaining the amazing learning culture at the preschool.

Staff was consistent at the primary school with Kimberley Higgins joining us in the Year 3/4 class.

Highlights of 2019 include:

Term 1: R-5 School swimming at Woodside Pool, Acquaintance Night, Year 6/7 aquatics, Lunch 'n' Crunch volleyball at Heathfield High School, Sculpture workshop at Crystal Park

Term 2: Art exhibition, golf, touch rugby, Living Wax Museum

Term 3: Book Week, Class plays, Special Persons' morning, tennis, Hahndorf Winter Lantern Festival

Term 4: Sports Day, Arbury Park camp, end of year concert and community tea, graduation dinner, Community Carols group, visit to St Paul's retirement home, Outdoor Classroom day, Little Athletics, photography workshop, footsteps dance lessons, excursion to Tarnanthi

We were very proud that 100% of our students completed the Premier's Reading Challenge in 2019. As an acknowledgement of this we were invited to attend a Premier's Reception at the Sanctuary at Adelaide Zoo. Sue Little & Pam Thompson attended the reception with two student representatives.

We would also like to acknowledge our wonderful OSHC which has grown a lot, our collaboration between the school and the preschool, the support from our wonderful parent community and our dedicated and enthusiastic staff.

What a great year we have had.

Quality improvement planning (Preschool)

QA 1.2.1: Educators deliver intentional teaching of learner dispositions and characteristics in alignment with the primary school's learner dispositions.

Educators used Program Achieve to introduce the 5 values to children. The school learner dispositions were introduced to children and started to be incorporated into the learning program. All staff participated in Partnership Visible Learning professional learning. Children used the language of program Achieve and were observed becoming more resilient, independent, confident and curious learners.

QA 2.1.3: Healthy eating and physical activity is promoted for each child

Children were involved in a variety of activities involving nutrition, e.g. planting & harvesting fruit and vegetables; cooking with preschool, school and/or community grown produce. Parents were given opportunities to be involved in cooking and garden activities. A visit from Healthy Harold involved intentional teaching about healthy choices and lead to children being able to show their understanding of healthy eating and the need for physical activity. During cooking activities children were encouraged to try both familiar and unfamiliar foods.

QA 3.2.3:

Children understand everyone has a responsibility to care for our planet

In 2019 we established vegetable gardens to extend children's learning about food supply, life cycles, seasons, locations etc. All children had a voice in the establishment of the vegetable gardens, participated in caring for them, including planting, weeding and harvesting. We also focussed on recycling and composting as part of our sustainability program.

QA 5.2.2:

Children are supported to develop positive and respectful interactions with each other and to work through conflicts. All staff engaged in "What's the Buzz?" training with Mark Le Messurier in Term 1 and used the program as a stimulus for role plays. Children were able to communicate their own feelings and emotions as well as other children's feelings and emotions. We also saw children developing appropriate strategies to resolve conflict.

QA 7.2.3:

Staff commit to continuous improvement and professional learning

All staff engaged in Visible Learning professional learning with Echunga Primary School staff and other preschools and schools in the Heysen Partnership. Staff also continued their participation in the LDAR program. Our preschool teacher also attended workshops related to STEM and Nature Play.

Improvement planning - review and evaluate (School)

Goal 1: Increase student achievement in literacy, with a focus on writing R-7

Learning intentions & success criteria are used in all classes and are clear and explicit across all year levels. Effective formative assessment and feedback is incorporated into programming for writing. The Brightpath program is used to track and monitor students' progress and provide relevant & appropriate teaching points. Teachers provide daily writing time with a specific focus, e.g. generating ideas, sentence construction, expanding vocabulary and explicitly teach the features of different genres. All teaching staff and most support staff attended professional learning on the Big 6 with Deslea Konza. Most students showed improvements in writing using the Brightpath scales. Although we didn't reach the target of 30% achieving in the higher bands we are expecting to see an improvement in NAPLAN Writing results in 2020 after 12 months of planned actions and improved teaching strategies. We will also be attending training in Talk 4 Writing at SPELD and implementing this R-7.

Goal 2: Increase student achievement in higher bands in Reading & Numeracy

Staff attended a whole day workshop on intellectual stretch and transforming tasks with other small schools in the local area. Professional learning on effective formative assessment and feedback was incorporated into staff meetings and was a focus for teachers' self-reflective practices. Students participated in the Week of Inspirational Math to stretch their thinking in problem-solving. Overall 1 student did not remain in the higher bands. Of the 2 students who dropped from higher bands between Year 3 and 5, 1 achieved just below higher bands in Year 7.

Goal 3: Improve the "learning readiness" of all students, with a focus on upper primary

In 2019 the target was for 50% of Year 5 students to be in mid-high wellbeing of the "learning readiness" section of the Wellbeing and engagement Collection. This data collection has previously been in Term 3 but in 2019 was in Term 1.

In 2019:

33% of Year 5s responded in the mid level for Perseverance - an increase of 16% from the Year 4 response in 2018.

60% of Year 5s responded in the high level for Academic Concept, compared to 0% in 2018, and 20% responded in the mid level, compared to 17% in 2018.

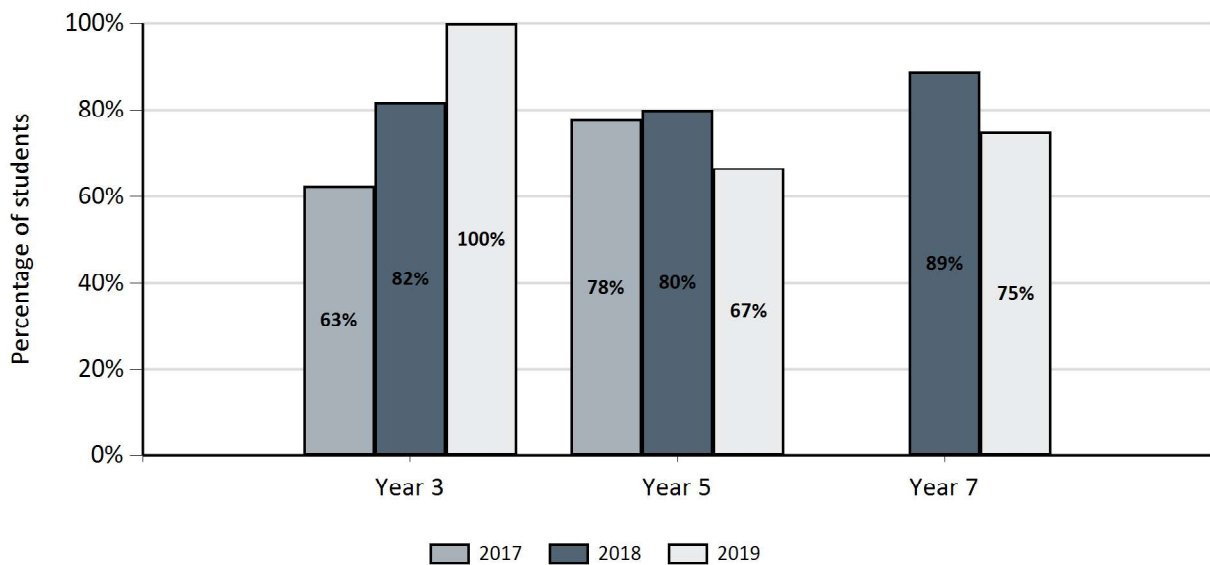
Perseverance will be a focus for 2020.

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.

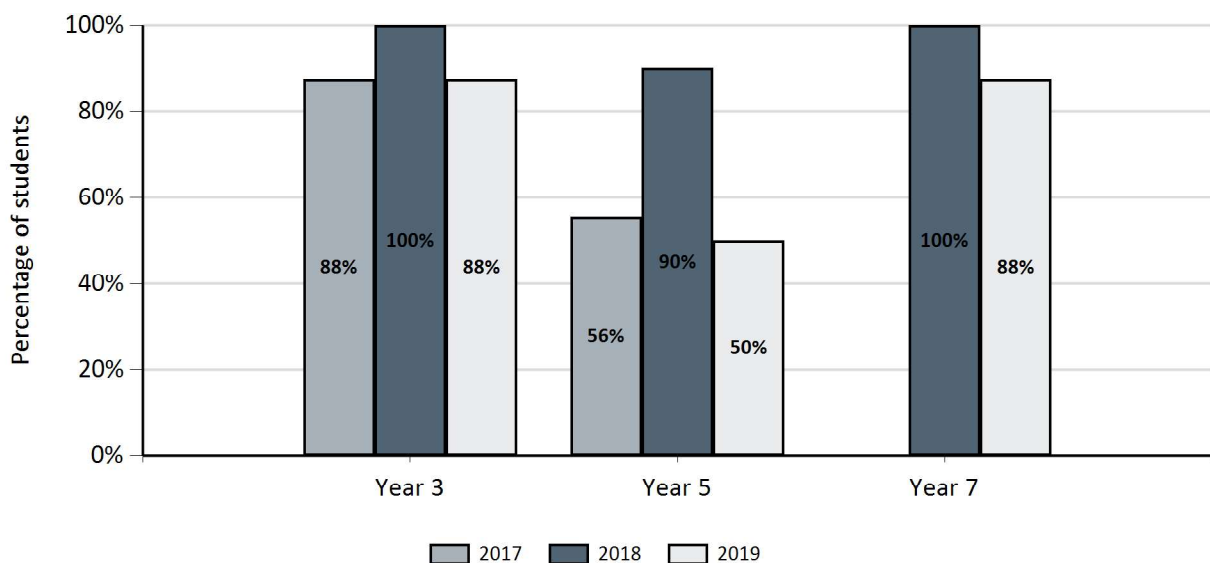
Reading



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	*	38%	25%
Middle progress group	*	62%	50%
Lower progress group	*	0%	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	*	50%	25%
Middle progress group	*	50%	50%
Lower progress group	*	0%	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	8	8	4	2	50%	25%
Year 3 2014-16 Average	9.0	9.0	3.3	3.3	37%	37%
Year 5 2019	6	6	0	0	0%	0%
Year 5 2014-16 Average	8.3	8.3	2.3	0.7	28%	8%
Year 7 2019	8	8	2	0	25%	0%
Year 7 2014-16 Average	6.7	6.7	2.3	1.0	35%	15%

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

NAPLAN data shows an overview of student achievement in Years 3, 5 & 7. As a small school sometimes our cohorts of students are very small so we need to bear this in mind when looking at the data, especially when looking at percentages.

In 2019 8 Year 3 students participated in the testing. In Reading 3 students met the SEA (1 just below higher bands) and 4 students achieved in the higher bands. In Numeracy 5 students met the SEA (2 just below higher bands) and 2 students achieved in the higher bands.

There were 6 Year 5 students who participated in the testing. In Reading 4 students met the SEA (3 just below higher bands) with 1 student just below the SEA. In Numeracy 3 students met the SEA (1 just below higher bands) and 2 students achieved in the higher bands and 3 students were just below the SEA.

8 Year 7 students participated in the testing. In Reading 4 students met the SEA (2 just below higher bands) and 2 students achieved in the higher bands. In Numeracy 7 students met the SEA (2 just below higher bands).

Students not meeting the SEA are generally students who have been identified and who are receiving support, although 3 students were unexpected to not meet SEA.

40% of students showed a high level of progress between Year 3 and Year 5 in Reading compared to 25% nationally, with 40% showing a low level of progress between Year 3 and Year 5. In Numeracy no students showed high progress between Year 3 and Year 5, 60% medium progress and 40% low progress. We were pleased with the progress from Year 5 to 7: in Reading 38% of students achieved a high level of progress compared to 25% nationally whilst in Numeracy 50% of students achieved a high level of progress compared to 25% nationally with only 12% making low progress.

Year 3 to Year 7 students sat the Progress Achievement Tests (PAT) in Reading and Maths in Term 3. In Reading 2 students in Year 4, 2 in Year 5 and 1 in Year 6 did not meet the SEA. In Maths 3 students in Year 4, 1 student in Year 5, & 1 student in Year 7 did not meet the SEA.

Our Running Records data showed that 9 out of 11 Year 1 students & 10 out of 12 Year 2 students met or exceeded the Department's SEA. All 5 students who did not meet the SEA are receiving support in reading.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	97.9%	84.8%	84.5%	91.3%
2018 centre	97.3%	95.3%	90.4%	91.8%
2019 centre	90.0%	95.0%	98.8%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

School attendance

Year level	2016	2017	2018	2019
Reception	93.0%	92.8%	89.9%	92.5%
Year 1	94.2%	93.9%	93.3%	91.9%
Year 2	91.7%	93.9%	96.3%	95.8%
Year 3	95.5%	93.6%	95.3%	94.0%
Year 4	95.1%	88.9%	86.3%	94.9%
Year 5	90.6%	91.6%	96.2%	86.8%
Year 6	90.1%	89.9%	91.7%	92.9%
Year 7	95.0%	88.7%	92.6%	92.2%
Total	93.3%	91.9%	93.0%	92.9%

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

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

Attendance comment

School attendance has been at a consistent level for a few years. Several families have had family holidays during school time in 2019. Some students had health issues which affected their attendance in 2019.

Preschool attendance improved during the year. Non-attendance was generally related to sickness and holidays.

Non-attendance is followed up with a phone call and/or email from Administration staff if there has been no notification from the family.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	20	20	19	19
2017	19	20	20	21
2018	15	15	17	17
2019	16	16	16	16

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Preschool enrolment comment

Preschool enrolments are fairly consistent with a spike in enrolments in 2017. 2020 enrolments are currently at 21 children.

Behaviour support comment

Most behaviour problems involved students with disabilities and were often related to social and emotional needs and issues with communication. We use restorative practice strategies to work through behaviour problems and to emphasise the impact of the behaviour on others. Parents are involved in any discussions about serious behaviour issues and in finding solutions as we believe that it is important for children to see school and families as a team. There were no suspensions in 2019.

Client opinion summary

We had 19 responses to the parent survey. This is a reasonable response rate, although lower than last year. (A number of respondents did not finalise and submit their responses). Overall results were positive but there are some areas we will need to work on. The following is a snapshot of the responses:

- 19 (100%) agreed or strongly agreed that their child receives high quality teaching
- 17 agreed or strongly agreed that the school has high expectations of students
- 18 agreed or strongly agreed that their child is happy at school this year
- 18 agreed or strongly agreed that teachers are enthusiastic about teaching and learning
- 17 agreed or strongly agreed that the teachers challenge students to extend their learning
- 18 agreed or strongly agreed that their child is motivated to learn at this school
- 18 agreed or strongly agreed that the teachers provide help & support when needed
- 19 agreed or strongly agreed that teachers provide a safe learning environment for students
- 17 agreed or strongly agreed that they feel welcome at Echunga Primary School (down from last year)
- 19 agreed or strongly agreed they are comfortable about approaching teachers to talk about their child's progress
- 17 agreed or strongly agreed that staff listen to what they have to say about their child's development and needs
- 1 did not respond
- 17 agreed or strongly agreed that they have confidence in how the school is managed
- 18 believe that the school is well organised
- 18 agreed that the school is always looking for ways to improve
- 1 disagreed that the school provides opportunities to discuss their child's progress
- 2 disagreed that the school responds appropriately to concerns
- 1 strongly disagreed that parents are involved in the development of school plans
- 1 strongly disagreed that the school includes parents in decision-making
- 2 disagreed or strongly disagreed that they receive helpful information about their child's progress and achievement
- 2 disagreed or strongly disagreed that a broad variety of communications inform parents about the school
- Most comments were very positive about the school. There were a couple of comments about the school needing an update or a facelift so we will look at priorities in that area for this year.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
123 - Echunga Primary School	70.0%	77.0%	87.0%	87.5%
239 - Macclesfield Primary School	5.0%	0.0%	6.0%	6.3%
9096 - St Michael's Lutheran Primary School	0.0%	0.0%	0.0%	6.3%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	15.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	11.5%
Transfer to SA Govt School	19	73.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination comment

The percentage of children transitioning from preschool to Reception at Echunga Primary School is gradually increasing with only 2 children going to different schools in 2019 and 2020.

Most students transition to a government school in Year 8.

Relevant history screening

All staff and volunteers have DCSI clearances or a Working With Children Check. This is documented and reviewed in accordance with school procedures.

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	12
Post Graduate Qualifications	9

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	6.2	0.0	2.7
Persons	0	8	0	5

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

Financial statement

Funding Source	Amount
Grants: State	1142730
Grants: Commonwealth	4400
Parent Contributions	45643
Fund Raising	8536
Other	5161

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

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Staff released for HECL meetings and professional development. Literacy and numeracy indicators incorporated into planning. Participation in LDAR professional learning.	
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities		
Improved outcomes for non-English speaking children who received bilingual support		

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

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	SSO support 1:1 and small group focused on reading and writing.	
	Improved outcomes for students with disabilities	All students received individual targeted support that focused on numeracy, literacy or social skills determined by individual needs. This was provided either 1:1 or in small groups.	All students engaged positively with support and progressed in varying degrees.
	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	SSO support 1:1 and in small groups (both in class and withdrawal) to improve numeracy and literacy. Purchase of resources to complement intervention and differentiation.	Children showed progress in reading and numeracy as well as an increase in confidence.
Program funding for all students	Australian Curriculum	Used for resources and professional learning in line with SIP and to incorporate evidence-based classroom practices in line with the Visible Learning Collaborative Impact Program undertaken with Heysen Partnership.	Some SIP targets achieved & noticeable change in classroom practice.
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Funding was used to provide support in literacy for students not receiving direct funding. Support was in literacy, numeracy, engaging with the curriculum & learning and social skills.	Improvement in social interactions & increased engagement in learning.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Principal working with students on social skills and restorative justice principles.	Students able to work with adult on social skills and conflict resolution.