



# Ramco Primary School

## 2021 annual report to the community

Ramco Primary School Number: 0372

Partnership: Waikerie

Signature

School principal:

Mr Robert Smyth

Governing council chair:

Mr Ramon Thompson

Date of endorsement:

1 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Ramco Primary School is a proud, country school situated in the Riverland, 2 hours from Adelaide. It has a positive, family atmosphere and a school culture of Powerful Learning based on the learner dispositions of 'problem solver', 'self-regulator' and 'resilient learner', which are embedded across the school. It also has a strong history and reputation of excellence, driven by our school values of respect, responsibility, resilience and honesty.

Enrolments increased in 2021, finishing the year with 83 students. This year there were four composite classes; R/1, 2/3, 4/5 and 6/7, of approximately 20 students each, which enabled students and staff to work closely together with a commitment to academic and social success. Targeted Literacy and Numeracy groups were maintained across the school, assisting with student engagement and supporting a focus on our 'intervention at all levels' philosophy. There are 16 staff members employed to support the learning curriculum and smooth running of the school.

Some of the major highlights in 2021 included;

- Increased academic success with highest NAPLAN performance score
- Participation and finalists in the 2021 Science Investigation Awards
- Extremely successful 'School Fete' organised with the Ramco PS Parents and Friends Committee for the wider community
- Playcentre on Thursdays with over 48 enrolments
- Special Education Class operating 3 days a week
- Major school events including Mid-Murray Sport Day, School Sports Day, Christmas Concert
- Continued student opportunities in Musical, Sporting, Environmental and Leadership programs
- Student-led, grounds improvement projects completed including toilets and asphalt 'snakes and ladders'
- As well as many other outstanding events and learning opportunities provided for our students.

We all look forward to the new opportunities in 2022, including maintaining four classes across the school with small class sizes and ongoing, targeted learning support.

## Governing council report

It has been my pleasure to be part of the Ramco Primary School Governing Council over the last six years and witness the outstanding achievements that have come from hard work by students, teachers, supporting staff and parents. Governance in Schools is the responsibility of Governing Councils who incorporate, where possible, input from parents and students into the broad direction of the school.

2022 was a very productive year for Ramco Primary. The amalgamation with Cadell Primary School appeared seamless despite the significant work required for our school leadership team. Our new students from Cadell transitioned into their new classrooms very smoothly. We have also benefited from the addition of another highly experienced teacher to the Ramco Primary School Team, in the form of Mrs Santella.

One achievement we can all be proud of this year is our academic success with the highest NAPLAN performance Score in our local partnership. This is a result of targeted programs implemented by the teaching team. Governing Council has supported this approach both in principle and via school budgets and have been impressed with the response and results from our students.

A big thank you as always, goes to our active Parents and Friends Committee who ran a very successful school fete in 2021 even with the challenge of Covid restrictions. There is significant work involved in running some of these events and all those involved should be congratulated for a very successful day. The P&F also support the school through the Canteen and other functions throughout the year. Our school community benefits greatly from this active group who give their time freely to support the school.

The Governing Council has committed to supporting a commitment to four classes with small class sizes and additional targeted support so students are given every opportunity to reach their potential.

Finally, I would like to recognise and thank my wife for her support over the last six years.

While 2021 was my final year as Chairperson of the Ramco Primary School Governing Council, I will continue to watch the reputation and success of the school grow in our local community and I wish you all the best for the future.

Ramon Thompson

# Quality improvement planning

Have we met our 2021 SIP improvement goals?

Goal 1 - Increase student achievement in mathematics particularly in the number strand in years R-7

- We didn't meet our numeracy target of 100% of yr 5/6 at or above SEA in Numeracy (but our result of 90% is up from 83.5% in 2020)
- Numeracy growth across the school has maintained from the high growth in 2020 with a PAT-M effect size of 0.45 (slightly above a year's growth) and higher than our reading growth of 0.4
- Our Yr 3-7 PAT M SEA in 2021 was 81.4% compared to 83.5% in 2020 and 76% in 2019
- In 2021 we have continued implementing Big Ideas in Number concepts and teaching strategies across R-7 as well as utilising numeracy groups to embed this work
- Students have been involved in BIN diagnostic testing – Trusting the count, Place Value, Multiplicative thinking and Partitioning to collect baseline data and understanding. We can celebrate the success with individual growth and improved understanding clearly evident

Goal 2 - Improve student achievement in writing

- We did meet our year 3 writing target; (85% (6 students enrolled in 2019) will score at or above the SEA in NALAN writing assessment) We had 100% (7 out of 7 students) enrolled in 2019 meeting SEA for writing, and 90% (9 out of 10) current year 3's meeting the SEA
- Our NAPLAN data demonstrates increased number of students in the HB for writing (Highest in last 4 years across yrs 3, 5 and 7)
- In 2021 we began the implementation of Information Report writing through our current Brightpath work
- Brightpath data identifies 86% of relevant students increasing their narrative writing score from 2020-2021
- As this was the first year of a writing goal on the SIP, it will be important to monitor the growth in 2022

in 2022, staff will engage in professional development and moderation to support improvement in student learning, both at a site and Partnership level.

Our School Improvement Plan for 2022 has the following goals and challenges of practice:

Goal 1: Retain and or further increase the number of students in the higher bands in NAPLAN numeracy

If we effectively embed BIN concepts with a focus on problem solving tasks, then we will increase student achievement in the higher bands of mathematics

Goal 2: Improve student achievement in R-6 writing

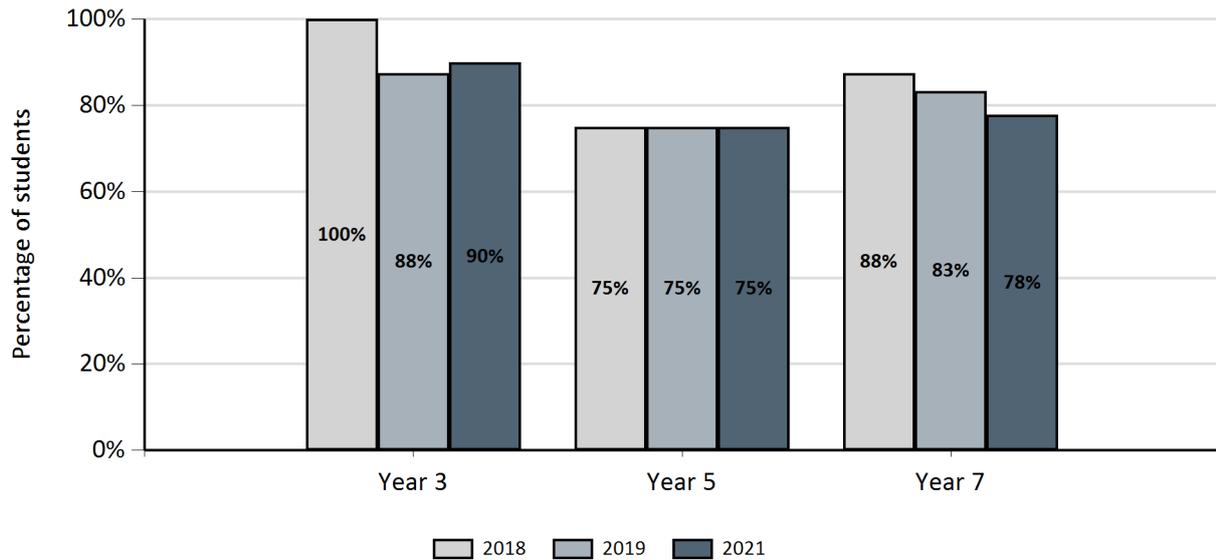
If we consolidate a teaching and learning cycle and deepen formative assessment (Brightpath), then we will improve student achievement in R-6 writing

# 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

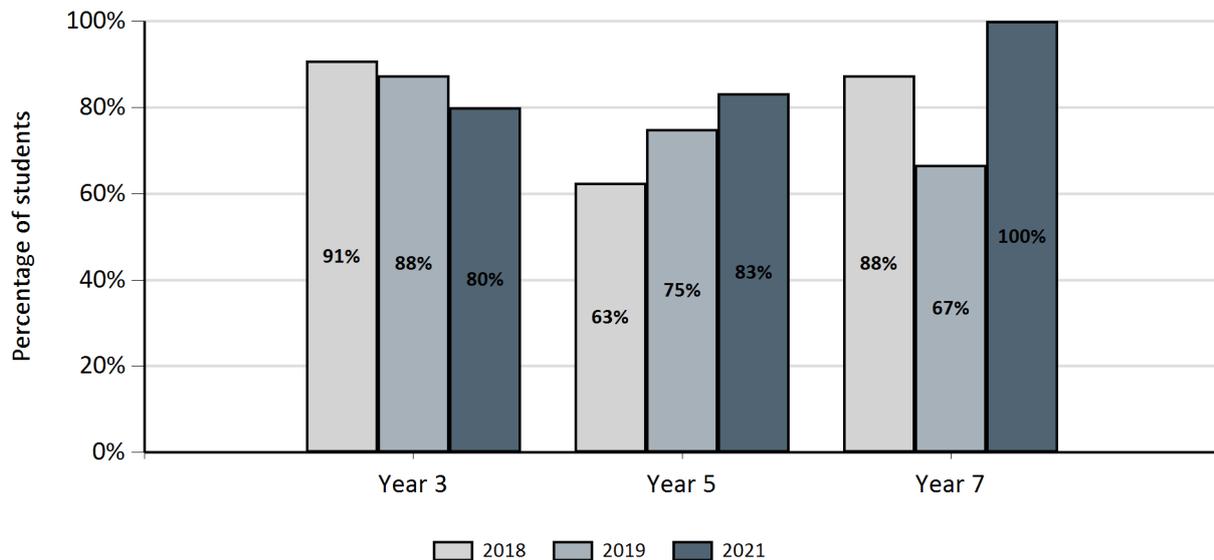


\*NOTE: No NAPLAN testing was conducted in 2020.

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	64%	*	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	64%	*	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	10	10	5	4	50%	40%
Year 3 2019-2021 Average	9.0	9.0	4.0	4.0	44%	44%
Year 5 2021	12	12	2	2	17%	17%
Year 5 2019-2021 Average	10.0	10.0	2.0	1.0	20%	10%

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

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

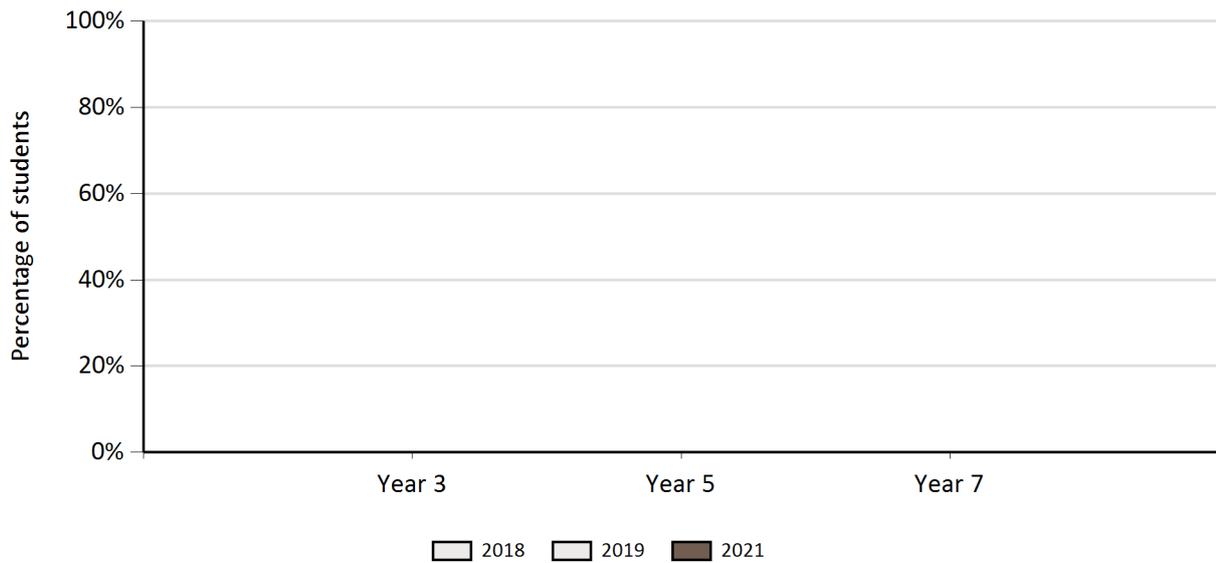
<sup>^</sup>includes absent and withdrawn students.

\*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



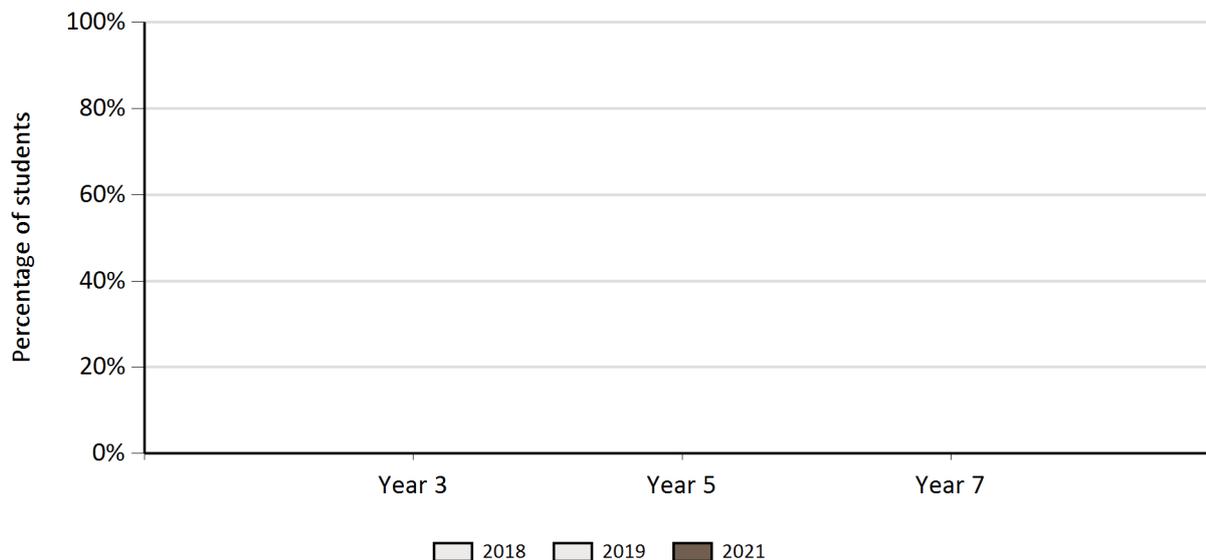
\*NOTE: No NAPLAN testing was conducted in 2020.

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 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

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 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

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	*	*	*	*	*	*

\*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:

ATSI connections and key element priorities were prominent within our school improvement plan and were explicitly documented in 2021 actions. Individual, ATSI learner achievement data is reviewed/discussed each term at staff meeting. Minutes are taken and kept centrally for all staff to view.

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

100% of ATSI students demonstrated growth in reading as measured by PAT-R testing  
 90% of students demonstrated growth in numeracy as measured by PAT-M testing  
 9 out of 13 ATSI students had an increased attendance rate in 2021

## 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."

# Attendance

Year level	2018	2019	2020	2021
Reception	94.2%	93.2%	93.6%	92.7%
Year 1	90.3%	94.7%	91.4%	89.9%
Year 2	94.0%	96.8%	92.6%	91.5%
Year 3	90.8%	93.3%	92.5%	92.5%
Year 4	95.2%	93.0%	91.2%	94.8%
Year 5	95.5%	92.6%	93.2%	85.4%
Year 6	93.4%	97.2%	90.5%	89.4%
Year 7	93.3%	96.9%	93.6%	89.7%
Total	93.3%	94.4%	92.3%	90.4%

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

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

## Attendance comment

The school supports and promotes the importance of regular attendance for improved student learning and wellbeing. This is done by regular, whole-school and class communication as well as following our school attendance plan. The Principal works with teachers and key personnel in support services to support attendance. The 2021 attendance rate of 89.2% is the lowest for some time and will need to be reviewed closely in 2022. There were isolated occurrences of extreme poor attendance which continue to be addressed, as well as exceptional family circumstances, family holidays during term time and individual illnesses that impacted on the site's average attendance throughout the year.

## Behaviour support comment

Our Ramco Primary School Anti-Bullying Policy and Behaviour Code continued to be implemented in 2021. The school ensured prevention, intervention and post-intervention strategies were all consolidated in line with specific circumstances. Major incidents were followed up with the students, families and staff, to assist the school in best supporting the child and family involved. Weekly student welfare meetings were facilitated with staff to identify and manage student behaviours as well as having a Pastoral Care Worker and dedicated staff to assist the teaching and learning program in the classroom and safety and well-being in the yard. In 2021 there was one internal suspensions but no external suspensions or exclusions.

## Parent opinion survey summary

In 2021 the DfE Parent Survey was emailed directly to families and 23 parents completed the survey. Feedback received is reviewed and used to support areas for further improvement. The following summary outlines responses to questions;

People are respectful	- 96% agree or strongly agree
Teachers and students are respectful	- 100% agree or strongly agree
I feel like my child is important to the school	- 91% agree or strongly agree
Receives enough communication	- 87% agree or strongly agree
School communicates effectively	- 96% agree or strongly agree
Receives useful feedback	- 91% agree or strongly agree
Has useful discussions	- 87% agree or strongly agree
Talks with child	- 100% agree or strongly agree
Parent has input into learning	- 63% agree or strongly agree
Has good home learning routine	- 68% agree or strongly agree
Education is important	- 100% agree or strongly agree
I would like more help with my child's learning	- 45% agree or strongly agree
Encouraged to help children learn	- 82% agree or strongly agree

## Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	87.5%
U - UNKNOWN	1	12.5%

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 staff are registered with the relevant qualifications as per Department for Education requirements.  
All volunteers have appropriate screening and participate in RRHAN-EC training.  
Off site providers supply relevant screen checks prior to working with students on site.

## 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	2

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	6.6	0.0	4.9
Persons	0	7	0	8

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

## Financial statement

Funding Source	Amount
Grants: State	\$1,503,495
Grants: Commonwealth	\$6,000
Parent Contributions	\$21,080
Fund Raising	\$0
Other	\$19,971

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	Students working one on one or small group intervention with the Principal or School Support Officer to provide de-escalation strategies and assistance to engage with their learning.	Increase in the number of students being able to self-regulate.
	Improved outcomes for students with an additional language or dialect	Not Applicable	Not Applicable
	Inclusive Education Support Program	Individual students received allocated levels of funding and supported through SSO and or Specialist Education teacher working with them to meet their one plan goals	All students progressed with outcomes and goals as stated in their One Plan.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	Ramco Primary utilises funding to employ extra support staff to facilitate literacy and numeracy groups across every class. This targeted support, differentiates for each individual learner and their learning needs. Teachers are also released throughout the year to engage in key learning priorities, including Big Ideas in Number diagnostic testing and Brightpath writing assessments. The school also utilises rural and isolated funding to subsidise transport to extra-curricular activities and performances.	Increased student engagement and individual learning growth across the school.
Program funding for all students	Australian Curriculum	Teachers were involved in professional learning and collaboration with the new Department for Education curriculum resources, including scope and sequence documents and unit plans of work.	Consistency of planning, moderation and assessment. A-E grades
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	Better Schools Funding was utilised to employ learning support staff to assist with the established literacy and numeracy groups R-7. Targeted focus on differentiation and learner engagement to increase SEA outcomes.	Increased student achievement and growth -refer to the SIP Step 4 documentation
	Specialist school reporting (as required)	Not Applicable	Not Applicable
	Improved outcomes for gifted students	Not Applicable	Not Applicable

