

Elizabeth South Primary School

2020 annual report to the community

Elizabeth South Primary School Number: 688

Partnership: Elizabeth

Signature

School principal:

Mr Steve Clarke

Governing council chair:

Ms Adele Martin-Woodward

Date of endorsement:

14 January 2021



Government
of South Australia
Department for Education

Context and highlights

Elizabeth South Primary School caters for children and young people from Reception to Year 7, with 11 mainstream classes and 2 special classes (Junior Primary and Primary). It is situated 25kms from the Adelaide CBD. The current enrolment is 233 students. Our school has an ICSEA score of 876 and is classified as Category 1 on the Department for Education Index of Educational Disadvantage. The school population includes 21% Aboriginal students, 34% students with disabilities, 16% students with English as an Additional Language or Dialect (EALD) background and over 90% of families are eligible for School Card assistance.

The school leadership team consists of a Principal (7 years), a Deputy Principal (4 years), a Student Support Coordinator, Curriculum & Wellbeing Coordinator, and a Student Wellbeing Leader.

An External Review of the site was conducted in 2019. These were the listed outcomes: Elizabeth South Primary School has a welcoming atmosphere and a strong wellbeing focus. Staff are a united and collegiate team who want the best for their students. Students feel their teachers genuinely care about them and these strong relationships are evident throughout the school. Parents and Governing Council representatives report that staff are approachable and there is good communication. They are very supportive of the leadership team and appreciate how they embody school values. Staff are supported by a strategic leadership model of robust coaching. The school strategically uses spaces to create areas such as the Wellbeing Hub, Rainforest area, Nature Play and central areas.

3 year directions:

Direction 1: To enable a strong focus on learning collaboratively, re-visit behaviour education to ensure it is trauma aware, developmentally appropriate and consistently understood.

Direction 2: For all students to receive differentiated learning with appropriate stretch and challenge, strengthen teachers' capacity in learning design and use of data for intentional teaching.

Direction 3: Enable students to authentically own their learning through collaboratively developing and embedding student agency through the creation of student forums and the consistent implementation of teaching pedagogies.

Highlights: Sports Day, Enterprise Day, Book Week, Choir, Musica Viva, excursions and incursions, Art Show, MALPA display, ATSI Camp In, Wakakirri, Books in Homes, Story Dogs, Disco, online assemblies, transition into online learning and Graduation.

Governing council report

The 2020 Governing Council was comprised of a strong and enthusiastic group of parents, that showed great commitment to the school, throughout a very challenging year. We explored a range of topics and made some important decisions that concern our school community.

Governing Council meetings were held twice a term. Having approved the 3 year whole school reading improvement agenda, we continued to be informed on the various strategies that included: Daily Schedule, Reading Explicit Practice Document, conditions for learning, consistent approach to daily literacy instruction, PLC structures to drive improvement, pedagogical coaching, targeted reading intervention, Reading Support Teachers and a Speech Pathologist.

Our ongoing connections with Elizabeth Rotary Club allowed all Year 5 students to participate in the Road Cycle Safety Centre program at Tea Tree Gully (event postponed to 2021) and provided graduation gift vouchers for Year 7 award winners.

The Governing Council were involved in decision making for the following:

Approval of our 2020 Site Improvement Plan.

Approval of our 2020 Budget.

Letter to Council - regarding the immediate review of our school crossings.

Finance related decisions - 2020 Materials and Service charges and acquisition of an EFTPOS machine.

Fundraising decisions - School Disco, Enterprise Day, Colour Explosion Run and Sports Day.

Purchasing of lunch provided by the Elizabeth South Community Centre.

Providing community education such as safe driving, crossing safety, appropriate on site behaviours and head lice prevention and treatment.

Supporting facility upgrades that included: graffiti artworks at the front of the school, windows and doors, maintenance of pathways in Nature Play spaces, internet upgrade to high speed internet, toilet block refurbishments and air conditioning improvements.

Governing Council would like to acknowledge the hard work of the leadership team and all staff in 2020. We also acknowledge Tania Miller for her ongoing service to our Governing Council and wish her the best for 2021. We also thank our Council members Mandy and Wayne Raso for generously providing fun and amusements for our students across many events throughout the school year.

Quality improvement planning

In 2020, we continued our whole school improvement focus on Reading. This whole school focus area is a 3 year improvement strategy (2019 - 2021).

The school wide challenge of practice is to embed and strengthen the teaching of comprehension (R-7) alongside other elements of the 'Big Six', we will increase student achievement in reading. By doing this, we will increase Year 3, 5 and 7 student achievement in Reading.

Actions implemented to support this challenge of practice were:

- * Conditions for learning and wellbeing
- * Professional Learning Community (PLC) collaborative professional learning in Vocabulary, Phonological Awareness and Comprehension
- * Coaching Program
- * Reading intervention programs and speech pathology

The success criteria identified to demonstrate achievement of our improvement targets were:

When we conference students, they will draw inferences and explain using background knowledge or text features.

When we discuss texts, students will share connections between the text, themselves and the world around them.

When we discuss texts, students can answer and pose inferential questions about the text.

When we conference students, they will be able to identify the main idea in a good-fit book.

When we conference students, they will be able to recognise layers of meaning in texts.

When we discuss texts, students will build meaning by actively linking ideas from a number of texts.

2020 results:

Year 3 students - 4 out of 15 students achieved SEA in PAT-R.5 out of 19 students achieved 12 months growth in reading measured by effect size in PAT Tracker.

Year 5 students - 13 out of 16 students achieved SEA in PAT-R.8 out of 18 students achieved 12 months growth in reading measured by effect size in PAT Tracker.

Year 7 students - 3 out of 5 achieved SEA in PAT-R.1 out of 7 students achieved 12 months growth in reading measured by effect size in PAT Tracker.

All staff continue to receive professional learning and coaching to build awareness and understanding of daily literacy structures and elements of the Big 6. Evidence suggests that teachers have embedded effective daily literacy structures and are continuing to unpack the elements of the Big 6 and how best to teach them within their contexts. Evidence suggests that the intervention processes have contributed to student success in reading and will therefore be maintained.

In 2021, we will focus on continuing to build teacher capacity in understanding the Big 6 and implementing effective reading strategies and processes through rigorous PLC Learning Sprints and the coaching program, which include interrogation and response to reading data. Staff will also undergo training in the 'Read Write Inc' program, as we look to strengthen our understanding of Phonics and improve R-7 student data in this area.

Improvement: Aboriginal learners

Catering for Aboriginal Learners in 2020: Our aim was to start embedding Aboriginal Perspectives into each learning unit. New teachers were targeted to boost understandings and confidence in this area. The Aboriginal Education Teacher (AET) approached teachers and asked what their learning units were focused on for that term and were then provided with resources and information around the Aboriginal Perspectives for that unit of work.

The Aboriginal Education Teacher also wanted to increase visual representation of Aboriginal Perspectives and culture into each learning space. Teachers were provided with Aboriginal Australia maps, visuals explaining the Aboriginal and Torres Strait Islander maps, and the Kurna greeting on each classroom door. The Aboriginal Education Teacher also created a visual representation of how the Close and Interactive Reading process aligns with the '8 Ways of Learning' model.

ATSI learners were first priority, when plotting students on the 'Horizontal Learning Progression', so that gaps in reading could be identified and targeted with One Plan goals and intervention. APAS and reading intervention was led by the AET, using the Horizontal Learning Progressions as a basis for determining learning gaps and next steps in reading. The AET also worked with the SSOs to come up with strategies for filling the identified gaps in learning.

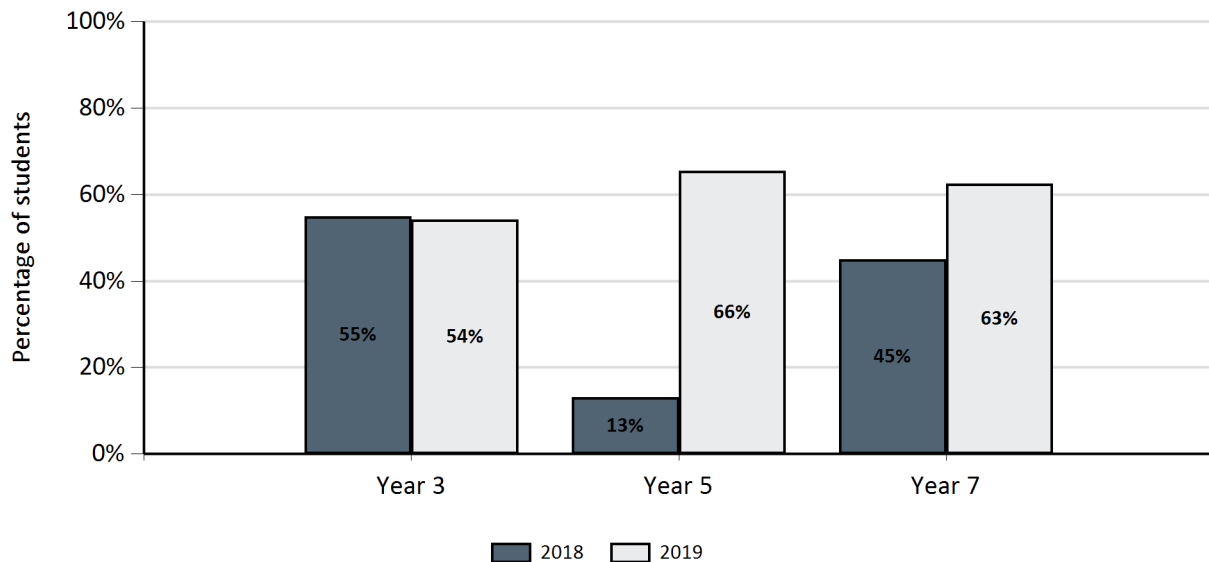
Goals and intentions for Aboriginal learner improvement: The Leadership team along with the AET created goals and strategies from the Aboriginal Learner Achievement Matrix. The team created three goals, two from Key element 2 (Tracking and Monitoring Growth and Achievement) and one from Key element 4 (Applying Evidence-Based, Learning Interventions). The Areas of focus were, in order, One Plans, Tracking and Monitoring and Targeted Intervention. Actions for One Plans included working with teachers to ensure goals were regularly updated and processes were put in place to make sure One Plans and updating them stayed on teachers' radars.

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

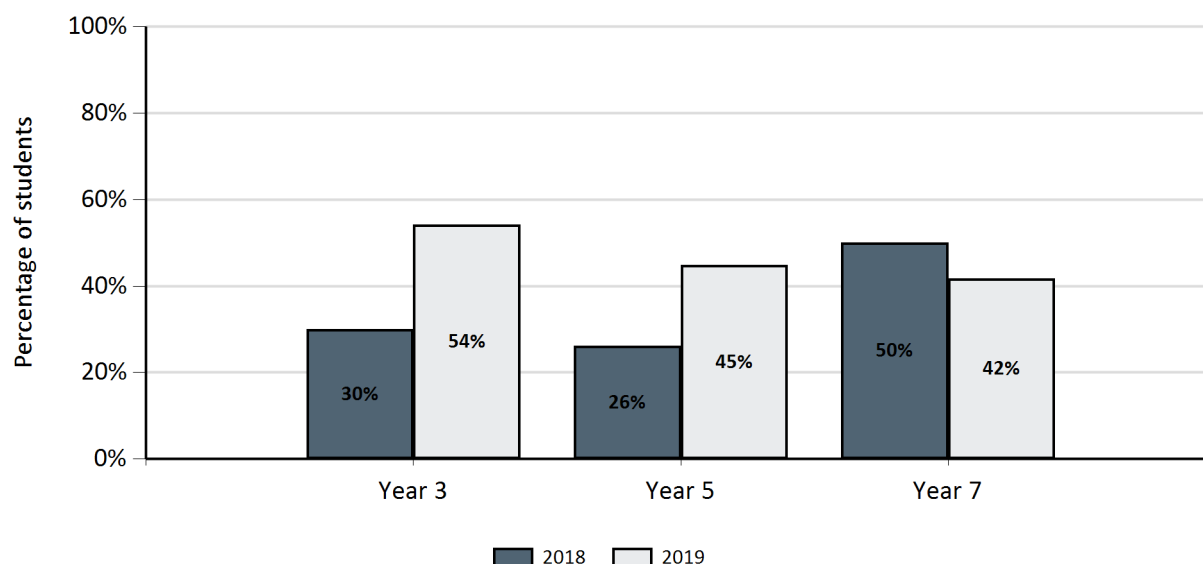


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2020 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	*	*	25%
Middle progress group	46%	50%	50%
Lower progress group	35%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	*	*	25%
Middle progress group	59%	47%	50%
Lower progress group	*	47%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	24	24	3	1	13%	4%
Year 3 2017-2019 Average	22.3	22.3	5.3	0.7	24%	3%
Year 5 2019	29	29	4	1	14%	3%
Year 5 2017-2019 Average	24.3	24.3	2.3	1.0	10%	4%
Year 7 2019	24	24	1	1	4%	4%
Year 7 2017-2019 Average	20.7	20.7	1.3	0.7	6%	3%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

^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

NOTE - Due to COVID-19, NAPLAN testing was not conducted in 2020.

PAT-Maths

Year 3: 4 out of 26 students demonstrated SEA.

Year 4: 7 out of 19 students demonstrated SEA.

Year 5: 15 out of 30 students demonstrated SEA.

Year 6: 12 out of 31 students demonstrated SEA.

Year 7: 5 out of 18 students demonstrated SEA.

PAT-R Comprehension

Year 3: 5 out of 26 students demonstrated SEA.

Year 4: 7 out of 19 students demonstrated SEA.

Year 5: 16 out of 30 students demonstrated SEA.

Year 6: 16 out of 31 students demonstrated SEA.

Year 7: 6 out of 18 students demonstrated SEA.

Year 1 Phonics Screening Check

4 out of 30 students achieved 28/40 or more

School performance indicates that the 2019-2021 focus on Reading in the Site Improvement Plan must continue and that improvement actions should be aligned accordingly.

Step 5 review suggests that the 2021 Site Improvement Plan should include a sharper focus on Phonics as well as Comprehension achievement and growth. The site will implement the Read Write Inc program R-7 from term 1, 2021. To support the focus on Comprehension achievement, the site will continue to implement and improve interactive and close reading pedagogies. To support the focus on Comprehension growth, the site will implement visible learning strategies such as learning intentions, success criteria and formative assessment practices.

To support improvement in Mathematics, we employ a Curriculum and Wellbeing Coordinator to coach teachers in best practice pedagogy and build curriculum content knowledge. We subscribe to the 'Back to Front Maths' program and provide professional learning opportunities for teachers as required.

Attendance

Year level	2017	2018	2019	2020
Reception	81.5%	92.0%	82.6%	82.9%
Year 1	87.5%	80.4%	91.8%	82.9%
Year 2	84.1%	85.0%	80.9%	84.4%
Year 3	85.8%	86.6%	84.3%	79.2%
Year 4	83.6%	87.1%	85.8%	83.3%
Year 5	89.2%	84.5%	87.6%	80.5%
Year 6	82.3%	84.9%	79.2%	85.1%
Year 7	84.5%	83.8%	83.1%	81.5%
Primary Other	87.6%	82.6%	87.2%	80.3%
Total	85.0%	85.3%	84.7%	82.3%

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

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

Attendance comment

To effectively manage COVID-19, students were provided with learning packs and opportunities to engage with their teacher from their home environment. Many families chose this option for their children.

After a student is absent without notification, teachers are required to make three attempts to contact the family. If they cannot make contact, they alert the Student Wellbeing Leader. The Student Wellbeing Leader attempts to contact the family by phone or home visit. Depending on the response from the parent/carer, no further action may be required. If however, the reasons are unsatisfactory, then the family will be informed and a plan created to support student attendance. Student Attendance Counsellor, Child Wellbeing Practitioner and other agencies such as DCP may become involved.

Behaviour support comment

Through the Berry Street Education Model, we continue to develop students' understanding of physiological responses to toxic stress, as well as de-escalation strategies to promote and sustain emotional regulation.

Students have also been participating in interoception activities, in order to develop their connection to self.

The school has excluded 2 students. Student 1 - to Beafield Education Centre and then the second occasion to Kaurana Plains School. Student 2 - opted to have their educational needs met at home with the support of the classroom teachers.

The school has initiated 141 suspensions involving 42 students for a range of behaviours including violence, persistent refusal to follow instructions and verbal abuse.

The school has used 'Take Home' on 122 occasions involving 46 students.

Client opinion summary

The results of the 'Wellbeing and Engagement Survey' for Years 4-7 students were broken into 4 sections: Emotional Wellbeing, Engagement with School, Learning Readiness and Health and Wellbeing Out of School.

Results for Emotional Wellbeing indicate that approximately 80% of students have medium to high wellbeing in the following areas: happiness, optimism, satisfaction with life and emotional regulation.

Results for Engagement with School indicate that 100% of students identified that they have emotional engagement with teachers. 91% of students felt a sense of connectedness to the school and 89% of students experience positive friendships at school.

Results for Learning Readiness indicate that 85% of students feel as though school provides effective cognitive engagement. Similarly, 85% of students believe they demonstrate perseverance in their learning.

Results for Health and Wellbeing Out of School indicate that many students participate in organised activities outside of school, such as sports, music and the arts. 76% of students felt their overall health was within the medium to high range.

Perspective Survey results:

80% of staff identified themselves as moderately to highly engaged in the school.

To increase engagement, we need to focus on:

1. Student safety climate
2. Communication
3. Decision making

Staff identified that they are a united and enthusiastic team who want the best for all students. Staff feedback indicates they are supported by a strategic leadership model of robust coaching and performance and development processes. 84% of staff reported positive engagement with the school and 86% acknowledged a positive school climate.

Staff identified some areas for improvement in 2021:

- * Peer observation processes and opportunities for providing feedback on teaching practices
- * More time for Professional Learning Communities
- * All teaching staff to receive a robust coaching program
- * Performance and Development goals developed collaboratively with learning partner for coaching in terms 2 and 3

Parent survey responses indicate that 82% agree or strongly agree that people respect each other at this school. 82% agreed or strongly agreed that they have useful discussions with the school about their child's learning. 91% of parents agreed or strongly agreed that the school provides them with opportunities to have input in their child's learning. 100% of parents agreed that education at school is important to their child's future.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	10.3%
Other	1	1.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	1.5%
Transfer to SA Govt School	59	86.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

We maintain hard copies of all DCSI clearances for staff, volunteers and third party providers. These are recorded on EDSAS per DfE requirements. A folder containing this information is kept in the front office for easy access. The site monitors and complies with changes to DCSI clearance procedures and requirements. Anyone who does not have the required clearance is not permitted to stay on site until this is rectified. Three leaders can verify DCSI clearances. The school pays for volunteer clearances.

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	30
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	21.8	1.1	16.4
Persons	0	23	2	25

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,806,404
Grants: Commonwealth	\$24,000
Parent Contributions	\$70,210
Fund Raising	\$1,050
Other	\$34,250

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

2020 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 2020 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	1.0 Student Wellbeing Leader employed to support behaviour education, attendance, wellbeing and engagement for students, parents and staff.	Suspension and exclusion data has decreased in 2020 when compared to 2019 data.
	Improved outcomes for students with an additional language or dialect	EALD teacher employed to support identified students. All EALD students have an individualised One Plan documenting their learning goals.	SMARTAR goals. Consistency of EALD students are working above SEA in reading.
	Inclusive Education Support Program	1.0 Student Support Coordinator. Intervention processes to ensure all SWD received full support entitlements from a teacher or SSO - either 1:1 or in a small group.	Ongoing progress towards One Plan goals. Refining of SMARTAR goals.
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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Aboriginal Education Teacher employed along with 2 x ACEOs (that work a combined total of 25 hours per week) to support learning and engagement. All ATSI students have a One Plan documenting their learning goals. APAS students received additional support from an SSO.</p> <p>Carla Branson as Speech Pathologist for the Early Years - R-2</p> <p>Site Improvement Target Students</p> <p>Speech and Language support - Wave 1 and 2 - R/1.</p>	<p>Strong home-school connections. Improvement in attendance and learning outcomes.</p> <p>Data sets indicate progress towards SEA in reading.</p>
Program funding for all students	Australian Curriculum	1.0 Curriculum and Wellbeing Coordinator employed. SLLIP and relevant T&D, Learning Design Assessment and Moderation - LDAM	Strengthening LDAM and teaching practices of staff (incl. Early Career Teachers)
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Contributed to Student Support and Curriculum & Wellbeing Coordinator's salary, Teacher and SSO interventions and reducing class sizes.	Data sets indicate progress towards SEA. Improvement in engagement noted.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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