

Elizabeth South Primary School 2018 annual report to the school community



Government
of South Australia
Department for Education

Elizabeth South Primary School Number: 688

Partnership: Elizabeth

Name of school principal:

Steve Clarke

Name of governing council chair:

Adele Martin-Woodward

Date of endorsement:

4th December 2018

School context and highlights

At the end of 2018, enrolment figures consisted of 209 students (200 in Term 1) with 8 mainstream classes and 2 Area Resource Special Classes (Junior Primary and Primary). The student population is diverse with 15% of students representing a range of cultural backgrounds. Aboriginal students make up 17% of the school population and 30% of students are identified as students with disabilities. Close to 90% of families are eligible for School Card.

In 2018 we have had a strong focus on the Arts, as we understand the neurological benefits of participating in both music and creative arts. The music program provided by the Musica Viva Residency supported over 50% of our students from years 2-7 with weekly tuition and opportunities to explore different genres of music. All students in the 6/7 class received weekly music lessons from an Instrumental Music Teacher in either a brass or woodwind instrument. This culminated in a primary music performance at Shedley Theatre to celebrate their learning. Students from years 2-7 were involved in a successful Wakakirri story dance performance, resulting in a number of performance awards including 'Best On-stage Teamwork' and 'Excellent Theme/Concept'. The Primary Choir performed at The Festival of Music and The Northern Choir, with two Aboriginal students performing on the didgeridoo over a number of nights to open the festival. We engaged the services of Footsteps to provide a dance program to all students in term 4 and choreograph the Year 7 Graduation dance. We worked with composer Adam Page to create a range of music genres and performed to the school community. We had a whole school excursion to the Adelaide International Youth Film Festival at Norwood Cinema, where all students experienced being film critics for the day. The Playford City Council created a short film of the history of Elizabeth South Primary School, which was screened for the public, school community and the Mayor in our gymnasium. A time capsule was buried which included samples of student work as well as a digital copy of the film.

Professional learning highlights have included; whole school trauma-informed practice training through the Berry Street Education Model, Nature Pedagogy learning for the early years staff, whole school reading consultancy with Margaret Menner, Maths Misconceptions with Tierney Kennedy and Leah O'Neill for R-6 staff and a range of Aboriginal Education opportunities including the ATSI STEM Congress.

Governing council report

Governing Council membership remained the same as the 2017 school year. We explored a range of topics and made some important decisions. Governing Council decided to continue with the Pastoral Care Program in 2018, and want to acknowledge and value the contribution that Natalie Bubner makes to our community.

Governing Council meetings were held twice a term. The approved areas of the Site Improvement Plan were English and Mathematics with strategies such as: R-6 Tierney Kennedy Project, Coaching and Mentoring Program, Formative Assessment PLCs, targeted intervention programs and consultancy in Reading.

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 and provided graduation gift vouchers for Year 7 award winners.

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

School Times - starting and finishing to align with other Elizabeth partnership schools

Approval of our 2018 Site Improvement Plan

Approval of our 2018 Budget

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

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

Purchasing of lunch provided by the Elizabeth South Community Centre

White Ribbon - supporting respectful relationships and approving school affiliation

Providing Community Education such as Head Lice and Sun Smart procedures

Supporting facilities upgrade that included: electronic staff car park gate, Special Class spaces including functional kitchen,

Soundfields installed in all learning spaces, laptops for all teaching staff, NBN upgrade, screening of skip bin, creation of

Community Cafe, creation of Wellbeing Hub and the purchase of a shipping container for excess furniture.

Governing Council would like to acknowledge Katie Neeson for her dedication to the Governing Council as Secretary for the past 8 years. They would also like to acknowledge the hard work of the leadership team and staff, and look forward to their further involvement in school improvement in 2019.

Improvement planning and outcomes

Priority 1: Improvement in Mathematics with a specific focus on number and fluency

Target 1: Standard of Educational Achievement PAT-M

Year Level	Target	Actual
Year 2	14 out of 21 students	12 out of 23 students
Year 3	13 out of 25 students	8 out of 18 students
Year 4	12 out of 25 students	16 out of 27 students
Year 5	10 out of 23 students	8 out of 18 students
Year 6	12 out of 22 students	7 out of 18 students
Year 7	14 out of 21 students	9 out of 19 students

Target 2: NAPLAN Upper Bands

Year Level	Target	Actual
Year 3	2 out of 23 students	1 out of 19 students
Year 5	2 out of 20 students	0 out of 19 students
Year 7	1 out of 19 students	0 out of 19 students

Priority 2: Improvement in English with a specific focus on Reading

Target 1: Standard of Educational Achievement Running Records and PAT-R

Year Level	Target	Actual
Year 1	2 out of 24 students	6 out of 24 students
Year 2	9 out of 21 students	7 out of 20 students
Year 3	11 out of 25 students	6 out of 22 students
Year 4	15 out of 25 students	17 out of 27 students
Year 5	6 out of 23 students	6 out of 18 students
Year 6	12 out of 22 students	8 out of 18 students
Year 7	11 out of 21 students	11 out of 18 students

Target 2: NAPLAN Upper Bands

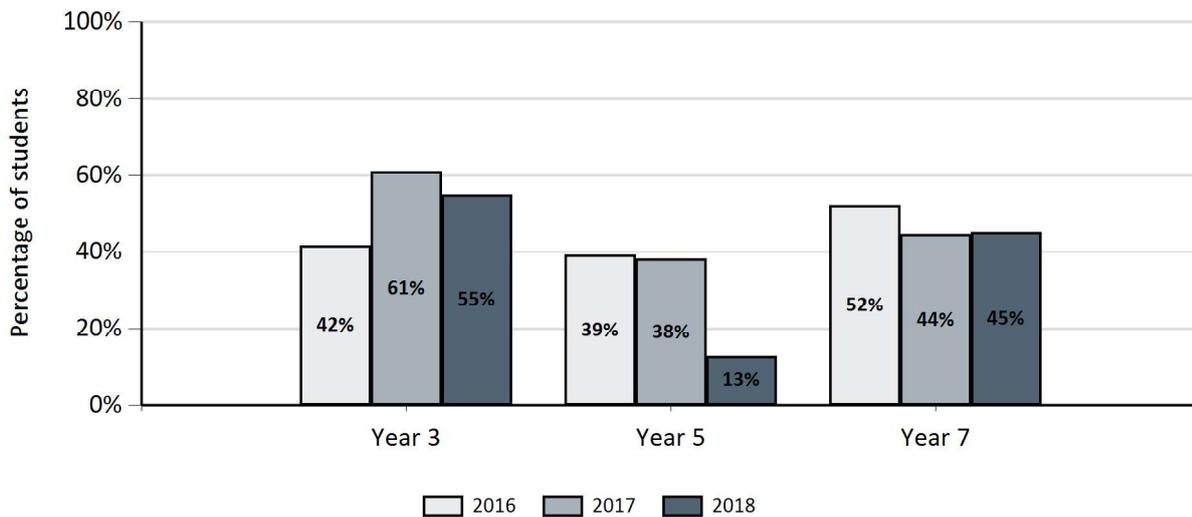
Year Level	Target	Actual
Year 3	2 out of 25 students	5 out of 20 students
Year 5	1 out of 20 students	1 out of 19 students
Year 7	2 out of 19 students	1 out of 19 students

Performance Summary

NAPLAN Proficiency

The Dept. 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.

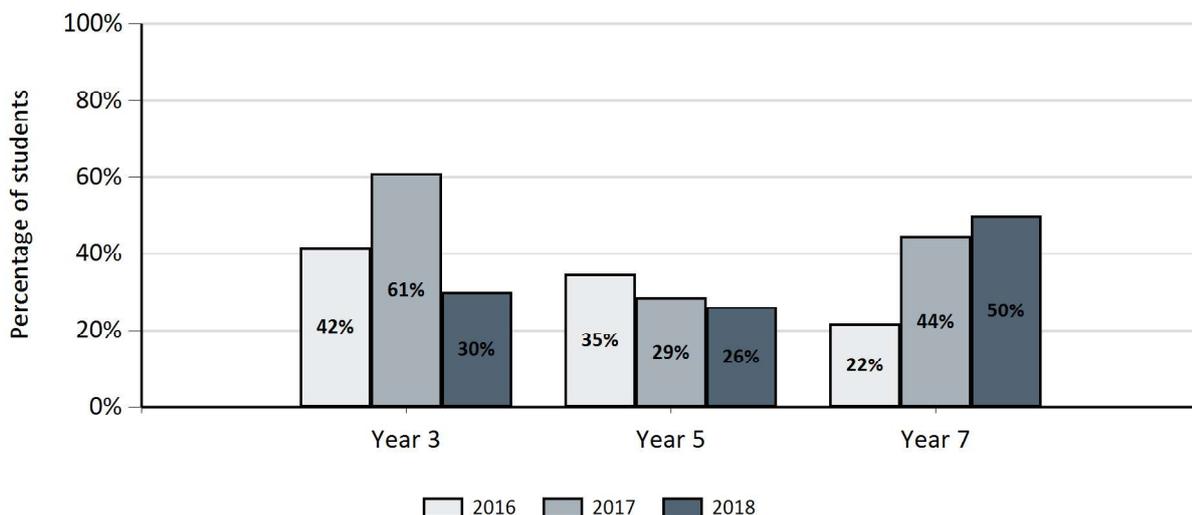
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	0%	5%	25%
Middle progress group	59%	63%	50%
Lower progress group	41%	32%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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	6%	11%	25%
Middle progress group	41%	53%	50%
Lower progress group	53%	37%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2018	20	20	5	1	25%	5%
Year 3 2016-18 average	22.3	22.3	5.7	0.7	25%	3%
Year 5 2018	23	23	1	0	4%	0%
Year 5 2016-18 average	22.3	22.3	2.0	1.0	9%	4%
Year 7 2018	20	20	1	0	5%	0%
Year 7 2016-18 average	20.3	20.3	2.3	0.3	11%	2%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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 Reading:

Year 3 data has shown a slight decrease (6%) when compared to 2017 data. Year 5 data has had a significant decrease (25%). Year 7 data has remained the same over the past two years.

Through cohort tracking for the 2018 Year 5 data, it is evident that the attainment of NAPLAN reading proficiency is in decline when compared to 2016 - 40%, 16% in 2018 - representing 3 students.

Through cohort tracking for the 2018 Year 7s, data has shown no growth in the attainment rate of NAPLAN reading proficiency when compared to 2016 - 47%, 47% in 2018.

Reading progression for Years 3-5 is showing a shift towards the middle progress group. Reading progression for Years 5-7 followed a similar trend with 66% of Year 7s demonstrating middle to upper growth between tests.

As a result of the reading data outlined above, key actions for 2019 is to have a strong focus on reading and conferencing with individual reading goals. Reading Support Teachers will be employed to support guided reading and conferencing in all classes, as well as targeted support of Big 6 for teachers. In addition, a consistent approach to daily literacy instruction for explicit teaching of the Big 6 components of Reading will be implemented R-7.

NAPLAN Numeracy:

Year 3 data has shown significant decrease (31%) when compared to 2017 data. Year 5 data has shown a slight decrease (3%) in attainment from 2017. Year 7 data has shown some improvement (6%) and is on an improvement trajectory.

Through cohort tracking for the 2018 Year 5s, it is evident that attainment of NAPLAN numeracy proficiency is in decline when compared to 2016 - 45%, 32% in 2018 - representing 6 students.

Through cohort tracking for the 2018 Year 7s, data has shown an increase in the attainment rate of NAPLAN numeracy proficiency when compared to 2016 - 42%, 53% in 2018 - representing 10 students.

Numeracy progression for Years 3-5 is showing minimal change in the lower progress group. Years 5-7 have shown a significant shift (approx 66%) towards the middle and upper progress group.

Some of the improvement in Numeracy can be contributed to the Tierney Kennedy professional learning project undertaken by the Reception to Year 6 teachers in 2018. In 2019 a Curriculum Coordinator will develop the Explicit Mathematics Practice document to strengthen teacher practice and consistency.

Attendance

Year level	2015	2016	2017	2018
Reception	91.0%	74.6%	81.7%	92.3%
Year 1	86.0%	88.2%	86.7%	80.5%
Year 2	81.7%	85.8%	83.9%	85.0%
Year 3	88.9%	83.3%	85.4%	86.7%
Year 4	79.8%	83.8%	84.3%	87.2%
Year 5	86.2%	78.0%	89.0%	84.6%
Year 6	75.9%	88.8%	81.8%	85.0%
Year 7	79.5%	77.4%	85.9%	83.9%
Primary other	84.5%	84.5%	88.9%	82.8%
Total	83.7%	82.7%	85.1%	85.4%

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

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

Attendance comment

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 (SWL). The SWL attempts to contact the family by phone or home visit. Depending on the response from the carers, no further action may be required. If however, the reasons are unsatisfactory then the family will be informed and a plan created to support the student to return. Student Attendance Counsellor, Child Wellbeing Practitioner and other agencies such as DCP may be involved.

Behaviour management comment

Through the Berry Street Education Model, we have developed students' understanding of physiological responses to toxic stress as well as de-escalation strategies to promote and sustain emotional regulation. Reduced frequency and duration of escalating behaviours have resulted with positive engagement. The school has excluded 2 students to Beafield Education Centre. One student was enrolled at Bowden Brompton Community School due to repeated non-compliance and verbally abusive behaviour. The school has initiated 102 suspensions involving 37 students for a range of behaviours including violence, persistent refusal to follow instructions and verbal abuse. The school has used Take Home on 90 occasions involving 36 students.

Client opinion summary

Parent opinion survey results indicated 84% positive, 9% neutral and 7% negative in overall responses. 4% of the school community engaged in the survey (6 respondents). This response rate is consistent with previous years.

The survey suggests that parents have positive engagement with the school (100%) and feel as though staff listen to parent concerns (100% strongly agree). In addition, 100% of respondents felt that the school was a safe place, that their children are motivated to learn and that the school has high expectations for all children.

2 areas for development, as suggested by the respondents, include behaviour management and fair treatment for students.

Staff participation rate for the Staff Engagement and Culture survey was 90%. 75% of staff reported positive engagement with the school and 66% acknowledged a positive school climate.

Staff responses indicated that the five areas we should focus on to drive engagement are; reward and recognition, voice, collaboration, communication and leadership opportunities. These areas will be addressed through staff meetings, Professional Learning Communities and a greater focus on communication.

The results of the Wellbeing and Engagement Survey for Years 4-7 students was broken into three sections; engagement with the school, emotional wellbeing and learning readiness. Results for engagement with the school indicated that 68% of respondents felt strong connectedness to the school, along with 52% feel a sense of belonging at school. Results for emotional wellbeing indicated our students may be struggling in this area, with 38% of students indicating a satisfaction with life, 43% of students indicated an absence of sadness and 45% indicated that they are happy. Learning readiness data indicated that 32% of students felt they could persevere through difficulties in their learning and 58% had a positive academic self concept.

To continue to build student wellbeing and engagement, Elizabeth South Primary School has a commitment to strengthening the Wellbeing Hub, to include a Student Wellbeing Leader, Student Support Coordinator, Pastoral Care Worker, Aboriginal Education Teacher, Aboriginal Community Education Officer and a Wellbeing Support Teacher. We also host the Grow Wellbeing psychology service twice a week for all members of the school community. We prioritise trauma-informed practices, ensuring all students are ready to learn, and have focus plans to help them build self-regulation skills.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	3.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	6.9%
Transfer to SA Govt School	52	89.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

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.

Teacher qualifications 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	28
Post Graduate Qualifications	5

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	16.6	0.7	15.4
Persons	0	17	1	23

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$2,696,587
Grants: Commonwealth	\$12,000
Parent Contributions	\$61,687
Fund Raising	\$2,450
Other	\$27,108

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

2018 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 2018 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	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 2018 when compared to 2017 data.
	Improved outcomes for students with an additional language or dialect	1.0 Student Support Coordinator employed to manage weekly SSO support for identified students. All EALD students have an individualised One Plan documenting their learning goals.	Ongoing progress towards One Plan goals. Improvement in writing samples noted.
	Improved outcomes for students with disabilities	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. Modified MiniLit intervention provided to some SWD.	Ongoing progress towards One Plan goals. Refining of goal setting.
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 Students with learning difficulties grant	Aboriginal Education Teacher employed along with ACEO for 25 hours per week to support learning and engagement. All ATSI students have an individualised One Plan documenting their learning goals. APAS ATSI students received additional support from an SSO. Margaret Menner utilised as Reading Consultant R-7. Tierney Kennedy utilised as Maths Consultant R-6. MiniLit for Early Years (Wave 2) - 5 hours per week Modified MiniLit for SWD/ATSI (Wave 3) - 5 hours per week STEM intervention	Strong home-school connections. Improvement in attendance and learning outcomes. Data sets indicate progress towards SEA LDAM strengthening
Program funding for all students	Australian Curriculum	SLLIP and relevant ongoing training and development opportunities in Australian Curriculum, Learning Design and Moderation - LDAM	
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Contributed to Student Support Coordinator salary, SSO interventions, additional SSO time in all classes and reducing class sizes.	Data sets indicate progress towards SEA. Improved engagement noted.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	To support behaviour education, attendance, wellbeing and engagement for students, parents and staff.	Strengthening of trauma-informed practices.