

Parafield Gardens R-7 School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Parafield Gardens R-7 School Number: 537

Partnership: Hollywood Lakes & Gardens

Name of School Principal:

Simon Harding

Name of Governing Council Chair:

Kate Swanson

Date of Endorsement:

21/2/2018

School Context and Highlights

The vision for Parafield Gardens R-7 School is to strive for Quality Partnerships for Learning. We value working together to achieve; Respect, care and compassion; Personal achievement and integrity; understanding and acceptance of others by making good choices. We have a learning culture which: Promotes enthusiasm for learning; Values the achievement of personal excellence; Develops citizens who have a sense of social responsibility; Promotes the establishment of a healthy lifestyle. These values guide and inform our teaching practice, behaviour and actions.

Our enrolments were strong throughout the year moving from 609 at the beginning of the year finishing with around 620 students. The school population includes over 52% EALD, 4% Aboriginal and 8% Students with Disabilities.

Some highlights for 2017: selection to be part of the STEMworks initiative and the appointment of our new STEM Leader to oversee the implementation of STEM teaching and learning strategies across all levels of schooling. Significant outcomes of our STEM learning journey have included; preparation for our STEM Works build, the establishment of an Industry Partnership with SAAB Australia, participation in phase one and two of the SA Schools Space Mission Project, STEM Hollywood, Lakes and Gardens Partnership training day Preschool to Year 12, creation of an annual SAAB STEM achievement award, successful application of a \$5,000 Makers Space grant and Science Spectacular. Again Wakakirri and Festival Choir programs were highlights for our senior students. Younger students also had access to Junior Choir and AUSLAN choir groups. Students participated in a range of SAPASASA events. We held a Colour Fun run raising over \$14000 supporting three charities and the school. Our annual Parafield on Parade event at the end of the year was also a success. Our year 7s held a camp at Arbury Park and more focus was placed on wellbeing programs and on initiatives which promoted Growth Mindsets across the school.

In the second half of the year the school was identified for a \$6million infrastructure upgrade as part of the Building Better Schools program. Work began late in the year consulting with architects. Our concept plans are to be lodged in January 2018. While work did not begin on the STEMworks project the project was let and work is due to begin at the beginning of 2018.

Governing Council Report

The Governing Council was elected at the AGM and Acquaintance Night on 15/2/17. We received the exact number of nominations to match the vacancies for Governing Council including a Community Member, so no election was needed. The Governing Council been very proactive this year and some of the work achieved is highlighted below:

The following policies were reviewed, discussed and approved: Sun Safe Policy, Parent Grievance Resolution Policy, Reporting Policy and Debt Collection Policy.

Governing Council reviewed the Site Strategic Plan for 2017 and were informed about student learning targets and indicators of growth.

Approvals given in 2016 for the following projects were completed this year: The installation of the courtyard verandah and the staff carpark security boom gate. The school banking accounts were successfully changed over to the Commonwealth Bank.

STEMworks concept plans were shared and discussed in a walk through of the designated areas and Governing Council have been kept informed of all stages in the process.

Governing Council approval was given to upgrade the school's internet connection to cable internet and to replace the school message sign to an electronic sign for the front of the school.

The Kick Start for Kids breakfast program commenced operating three mornings each week.

A school uniform discussion led to the introduction of a long sleeve polo shirt and the sourcing of navy blue hijabs.

Approval for the Local Community Engagement Proposal from SAAB Australia to be an industry partner with the school.

With support from the Governing Council, the school held a very successful Colour Run fundraiser. Money raised (\$14081.00) was allocated to the STEMworks project for the school and part proceeds were donated to the following charities: Kick Start for Kids, Bone Health Foundation and The Animal Welfare League. Governing Council members also volunteer each year to assist with the Year 7 graduation dinner.

Improvement Planning and Outcomes

In 2017 we introduced a new three year strategic plan with four main areas of focus. Literacy (Writing and Grammar), Numeracy, STEM (Science, technology, Engineering and Maths) and Student Wellbeing. We embedded growth mindset into each of these learning areas. Clear targets were set per cohort group with particular reference to the performance of the cohort in the previous year in NAPLAN, PAT- R and PAT-M, Running records, NAPLAN growth Yr 3-5 and yr 5-7 and students achieving in the upper bands.

To support our work in Numeracy we continued to place importance on maintaining the Big Ideas in Number program, expanding the program from Trusting the Count to include Place Value. Five teachers were released one day a fortnight to work alongside other classroom teachers mentoring and providing the support through a consistent approach. This group also ran very successful parent workshops providing training for parents on how to support their children using this approach. More workshops are planned for 2018.

Parafield Gardens R-7 also participated in the Brightpath (writing focus) DECD trial. This work was lead by the Senior Leader -Quality teaching and learning. Release time was provided for teachers to support their learning and for moderation purposes using this new approach to improve our teaching of writing across the school. A second moderation process was undertaken in late term 3 and there was a marked improvement in student performance. The focus of the writing was narrative. Brightpath in conjunction with the LDAM Strategy has also been pivotal in ensuring consistency and accuracy of teacher judgment. We will continue our involvement in this program in 2018 broadening our learning using persuasive text as well as narrative.

Parafield Gardens R-7 has also placed a significant emphasis on the analysis of student data and its use for intentional planning and teaching. Providing release time, training and resources to analyse and utilise student data for targeted short term intervention. Teachers are more consistently using data to plan for and implement learning opportunities which are more closely aligned with individual student needs.

There were many new initiatives in relation to STEM learning and linking it with the general capabilities. There was significant learning through staff meetings on critical and creative thinking and learning design led by the new senior leader in STEM and General Capabilities. This work was also complimented with training offered across the partnership in this area. We were selected to participate in the Microsoft pilot program to increase both print and digital literacy across our site. Two teachers at our site were trained and trialed work with their classes in the second half of the year and presented their work at the end of the trial. They have begun to share their knowledge with other staff. The STEM leader initiated a industry partnership with SAAB Australia who assisted our students participation in the Space Mission challenge reaching the second stage. This partnership is developing in 2018 with some special projects for target groups such as our Aboriginal students and girls along with some more generalised projects for all students throughout the year. Our STEMworks building project is due to start early in 2018.

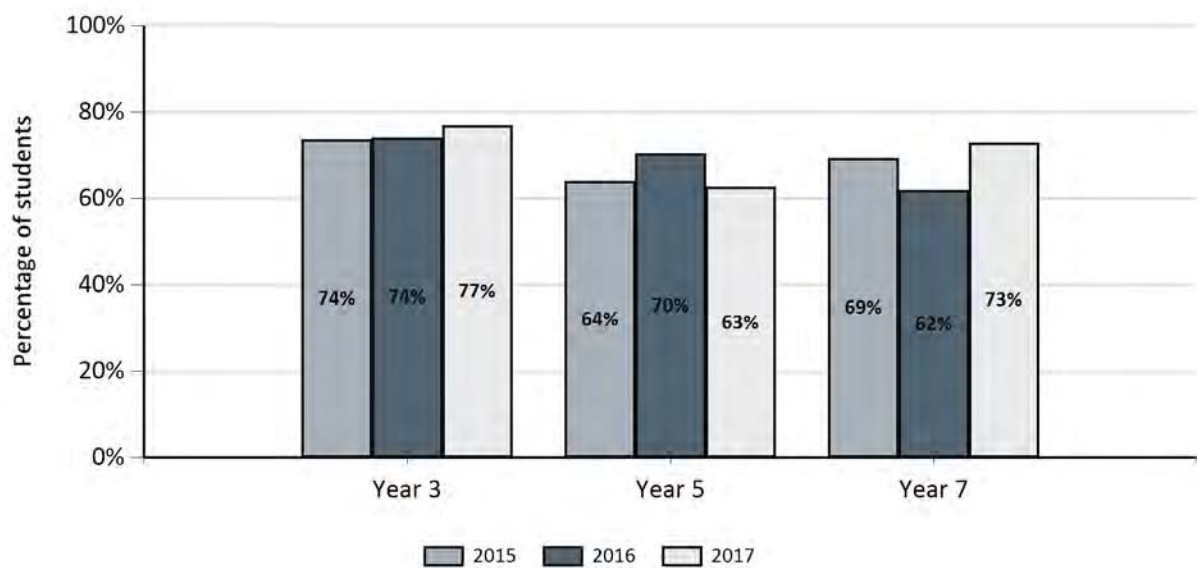
Student wellbeing programs continued to be implemented and there was a whole school focus on Growth Mindset during term 3 with a class challenge asking students to describe what it looked like and create a display for their class. We continued to focus on student attendance and we introduced a Breakfast club in conjunction with Kick Start for Kids from the beginning of the year. This was a positive initiative.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

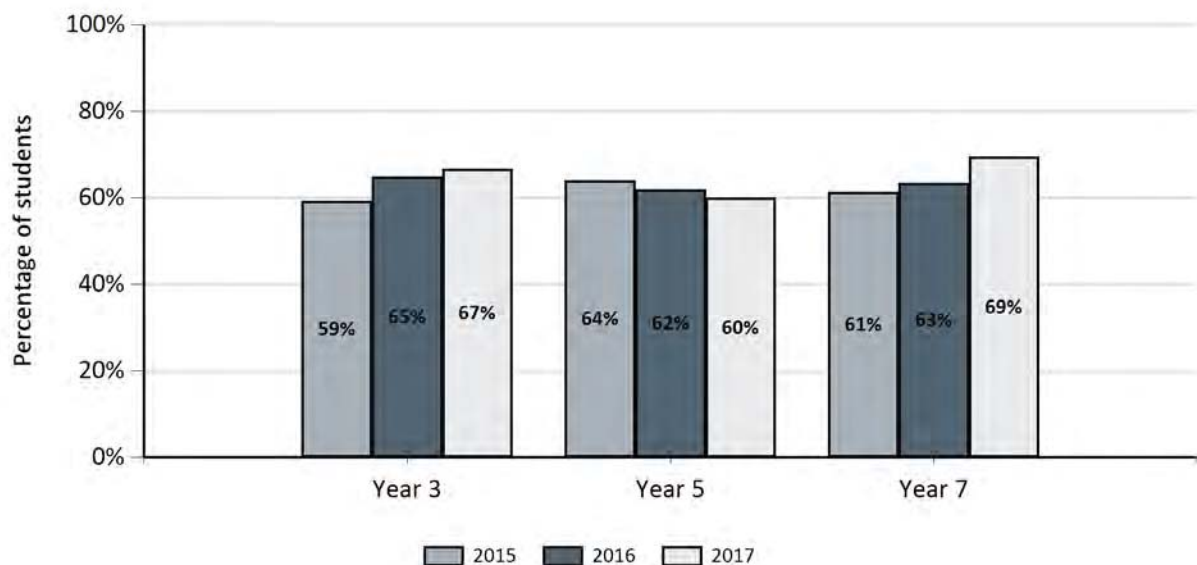
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 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 | 20% | 21% | 25% |
| Middle progress group | 44% | 62% | 50% |
| Lower progress group | 36% | 17% | 25% |

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 | 26% | 22% | 25% |
| Middle progress group | 45% | 61% | 50% |
| Lower progress group | 29% | 17% | 25% |

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017 | 78 | 78 | 17 | 8 | 22% | 10% |
| Year 3 2015-17 Average | 77.0 | 77.0 | 20.3 | 6.3 | 26% | 8% |
| Year 5 2017 | 75 | 75 | 18 | 11 | 24% | 15% |
| Year 5 2015-17 Average | 69.0 | 69.0 | 14.7 | 8.0 | 21% | 12% |
| Year 7 2017 | 59 | 59 | 5 | 8 | 8% | 14% |
| Year 7 2015-17 Average | 64.0 | 64.0 | 8.0 | 6.3 | 13% | 10% |

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

It is pleasing to note that in many year levels across NAPLAN reading and numeracy we have achieved a higher percentage of students achieving SEA or at least maintaining the level. There was a slight decline for the year 5 cohort in both reading and numeracy however our year 3 and 7 data shows growth over the last 3 years. We will continue to focus on consistent growth in all areas with particular reference to Big Ideas in Number and Natural Maths strategies for numeracy and Brightpath program in writing. We will also be focusing on programs to support students attain and maintain higher bands in NAPLAN and PAT assessments. 64% of students attained medium to high growth in Reading and Yr 5-7 83% in numeracy 71% attained medium to high growth in Yr 3-5 and 83% in Yr 5-7.

In 2017 students in Years 2 to 7 completed PAT M and PAT R. In addition to these two assessments, students in Years 3 to 7 completed PAT Punctuation and Grammar. For the first time, students in Foundation and Year 1 completed PAT for the Early Years. Across the school 82% of student achieved SEA in the PAT-R assessment and 78% in PAT-M.

Our ATSI students performance included 77% achieved SEA in PAT-M and 64% in PAT-M. In NAPLAN seven students sat the tests with 66% attaining SEA and 6 out of 7 achieving the NMS.

Students were targeted in several programs to improve outcomes in Literacy and Numeracy. These initiatives were delivered primarily in Tier 2 intervention programs to students in small groups predominantly in Years Foundation to 4. Some students from 2016 into 2017. Consequently student achievement in these programs in both school and state wide assessments improved in comparison to previous years.

16 students commenced Quicksmart in term 2. 82% of these students made growth in their NAPLAN Numeracy assessment when compared to their previous assessment in Year 3. 7 of these students made significant growth. Almost all of the students exceeded the expected growth between tests. 100% of the students increased their automaticity and accuracy in recalling number facts. This data also revealed that the QuickSmart students outperformed the comparison students. I

18 students from years 1 to 3 attended MiniLit support sessions in 2017. All of these students made outstanding progress in their reading with 4 of these students reaching level 30 by the end of the year. Two of these students made significant growth in PAT R. Several Year 1 students commenced the program in Term 2. These students will continue on the program in 2018. All of the students on the program became more engaged and resilient in their learning, and met their literacy goals set by their teachers.

Students in Years 2 to 5 accessed a new program called Levelled Literacy Intervention (LLI). All students on the program improved their reading fluency and comprehension, advancing reading levels throughout the year. Several students, predominantly in Foundation year, accessed the Reading Doctor Program.

Attendance

| Year level | 2014 | 2015 | 2016 | 2017 |
|---------------|-------|-------|-------|--------|
| Reception | 91.1% | 93.0% | 91.8% | 92.2% |
| Year 1 | 88.2% | 89.3% | 92.6% | 91.3% |
| Year 2 | 91.8% | 89.6% | 89.1% | 92.2% |
| Year 3 | 90.8% | 91.6% | 91.0% | 90.5% |
| Year 4 | 92.6% | 91.3% | 91.5% | 91.7% |
| Year 5 | 89.2% | 90.6% | 91.6% | 90.7% |
| Year 6 | 91.6% | 89.4% | 93.0% | 93.4% |
| Year 7 | 90.8% | 91.5% | 89.4% | 93.3% |
| Primary Other | 86.5% | 89.0% | 89.4% | 87.7% |
| Year 8 | | | | 100.0% |
| Total | 90.6% | 90.7% | 91.1% | 91.7% |

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

During 2017 we have observed an improvement in our site's overall attendance statistics, with our attendance rate for the year at 92%. Students and families have been assisted with attendance through daily mobile phone messages (for unexplained absence), regular phone calls and letters from class teachers and home visits from the student wellbeing leader and our regional attendance officer. Programs have been put in place to support students improve their attendance and engagement in school.

The introduction of the breakfast program three times a week has been a positive addition.

Behaviour Management Comment

During 2017 we have observed a decline in reported behavioural incidents. A significant change has been observed during play times with fewer incidents being reported. We believe that this change may be attributed to the leadership team identifying areas of concern in the schoolyard during play times and placing extra teachers on duty to assist students and the clubs and activities offered by staff in addition to outside unstructured play.

Throughout the year students across all year levels have been able to participate in programs run by the student wellbeing leader.

These include class workshops concentrating on friendship, resilience, worries and leadership at school, Rock and Water and specialized social skills groups.

Client Opinion Summary

Results from our annual Student Wellbeing survey were very positive and indicated a high level of satisfaction amongst the student population. 99% of students indicated they felt positive about school, 99% said they felt positive about their class and 98% reported they were positive about recess and lunch times.

Year 6/7 Wellbeing and Student Engagement Survey: This year 132 students completed the survey. Their responses closely mirrored the South Australian cohort results. 93% felt they had connectedness with adults at school with 99% having a positive emotional engagement with their teacher. 64% of students (compared to the state average 59%) expressed high levels of engagement in learning tasks. 15% of our students (compared to the state average 14%) eat breakfast less than 3-4 times per week. This result was assisted by the introduction of the Breakfast club in 2017.

Parents were surveyed early in term 4. We had 38 responses from our sample of 200 families. Overall the responses were very positive about the school. Some things to highlight (% indicates agree and strongly agree):

93% that teachers have high expectations of students

97% that parents can talk to their child's teacher about their concerns

93% that their child likes being at this school

Staff were surveyed early in term 4 in several areas including leadership and decision making; quality teaching and learning; support of learning and Relationships and communication. Some highlights include (% indicates combined agree/strongly agree)

90% believe there is supportive leadership in this school

91% believe they have appropriate opportunities to be involved in decision making

98% believe they have appropriate opportunities for PD

100% believe the school is well organised

95% believe learning programs are responsive of student needs

100% believe that teachers use a variety of teaching and learning strategies with their students

100% believe teachers have high expectations for students

97% believe there are effective behaviour management strategies in place

93% believe they have effective opportunities to communicate with other staff

98% believe staff respond appropriately to students and parents concerns or suggestions

These responses indicate a very positive response in relation to how the school operates and the respect shown for each other from students, parents and staff.

Intended Destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 13 | 9.1% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 9 | 6.3% |
| Transfer to SA Govt School | 116 | 81.1% |
| Unknown | 5 | 3.5% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

We have very thorough checking processes in place to ensure that all teachers, SSOs, OSHC staff, Governing Council members, pre-service teachers and volunteers are compliant with DECD relevant history screening requirements. Staff are reminded to re-apply with no later than six months remaining on their current clearance. All third party providers are carefully screened on arrival by office staff and copies taken of their DCSI history screening letter prior to them commencing any work. These clearance letters are all kept centrally and are regularly checked for validity and compliance.

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 | 70 |
| Post Graduate Qualifications | 14 |

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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 | 2.0 | 40.8 | 1.5 | 17.7 |
| Persons | 2 | 45 | 2 | 23 |

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | \$6 634 199 |
| Grants: Commonwealth | \$28 200 |
| Parent Contributions | \$173 027 |
| Fund Raising | \$16 886 |
| Other | \$130 320 |

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress towards these outcomes |
|--|--|--|---|
| Targeted Funding for Individual Students | Improved Behaviour Management and Engagement | Funding supported intervention programs for all year 6 and 7 student involvement with the Rock and Water program and for selected year 3-5 students to assist in building social and emotional skills. | Consistent approaches were used with students as all teachers trained. |
| | Improved Outcomes for Students with an Additional Language or Dialect | Support was provided both intensively for higher need students and in larger groups for other students. Some support was offered in class and other through withdrawal | Many of our EALD students performed well in both NAPLAN and PAT-M and PAT-R. |
| | Improved Outcomes for Students with Disabilities | Extra SSO time given to support the complex needs of students in both special small classes. For engagement and social skills development, several students were able to access mainstream classes for specific lessons. | Individual Learning plans written with clear goals for students to work toward |
| Targeted Funding for Groups of Students | Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant | This year we have continued our focus on literacy tutoring in the areas of comprehension, reading fluency, running records and phonemic awareness. This year we have also started introducing our students to the "Big Ideas in Number". Through the Better Schools Grant, "APAS" funding and additional school funds we have been able to continue to provide all our Aboriginal students with additional teacher and SSO support. This additional support took many forms including in class support, wellbeing/attendance counselling, withdrawal 1 to 1 programs and access to the latest educational software. APAS students received 3 terms of Mini-Lit training. | In PAT-R 82% of students tested reached the DECD Standard of Achievement. In PAT-M 78% of students tested reached the DECD Standard of Achievement. |
| Program Funding for all Students | Australian Curriculum | | |
| | Aboriginal Languages Programs Initiatives | N/A | |
| Other Discretionary Funding | Better Schools Funding | Significant funds supported intervention programs such as Minilit and Quicksmart and SSO time to support aboriginal students. Introduction of levelled literacy intervention was supported with a 0.8 teacher. | Positive improvement from these students from both program and standardised test |
| | Specialist School Reporting (as required) | N/A | |
| | Improved Outcomes for Gifted Students | A new leadership position began with a focus inclusive of high performing students. This combined with a new industry partnership provided opportunities for students to be extended in programs such as the Sapce Mission. | Early stages but data reflected that these students performed at a high level. |
| | Primary School Counsellor (if applicable) | The school created time through the introduction of new leadership to release her for proactive programs with targeted students in small group, individual and whole class settings. Breakfast program was introduced. | These strategies supported student engagement and improved learning outcomes. |