

Parafield Gardens R-7 School 2016 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:

28/2/2017

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. They are supported by the following principles:

Building quality relationships between staff, students, parents and the community

A focus on quality teaching and learning and continuous improvement

Maximising learning potential for everyone and the development of self esteem, resilience and optimism; Recognition and celebration of success and the diversity of our population; Working successfully as a member of a team; A fair and equitable education for everyone.

Our enrolments were strong starting the year with 610 students. While we finished the year slightly under 600 through student movement, we needed to manage enrolments to assist us in regard to capacity. The school has just over 50% EALD, 5% Aboriginal and 9% Students with Disabilities.

At the end of term 2 it was announced that our school was selected to be part of the STEMworks redevelopment.

Some highlights for 2016 include the introduction of Big Ideas in Number to support our students in numeracy development. We placed importance on training in the area of Cultural Competencies through staff meetings and a pupil free day. Student participation in a range of learning experiences including Wakakirri (middle years - state finalists), the development of a school magazine (middle years) for the first time, the junior primary native garden, science fair and VIP day (primary years), Festival of music choir and troupe and the introduction of both a junior choir and an Auslan choir. Auslan was introduced to our students for the first time in 2016 and we celebrated through a range of whole school events including Music Count Us In, Sports Day, our Parafield on Parade end of year concert. For the first time we participated in Jump Rope for Heart raising close to \$10000 for the Heart Foundation, the highest amount by a government school in the state.

Governing Council Report

The Governing Council was elected at the AGM and Acquaintance Night in February. No voting was necessary as we had the required number of applicants nominate to stand as councilors. The Governing Council been very proactive this year and some of the work achieved is highlighted below:

Major Decisions

Several school policies required updating. The following policies were discussed and approved: Mobile Phone, Long Service Leave, Anti-bullying, Decision Making, Parent Complaint and Induction and Performance Management policies.

Governing Council spend some time reviewing the current Site Improvement Plan and in 2017 will be involved in the development of the new Strategic Plan.

Agreement to change the school banking accounts over to the Commonwealth Bank.

Agreement to have School Newsletters emailed out to families instead of students taking them home every fortnight.

Agreement to swap from posted letters to an SMS to notify parents of yard behaviour issues in a more timely manner.

Agreement to increase funding to the ICT budget to upgrade the Wifi and purchase new hardware.

Agreement to increase funding to improve facilities including playground fall zones and replacing all irrigation in the grassed areas.

There were several discussions around the school's current capacity management issues and the decision was taken to not zone the school at this stage.

Approved the funding for installation of a security boom gate to the staff carpark for safety reasons.

The STEMworks initial plans have been shared and discussed. Governing council have also approved funding and plans for a new verandah for the courtyard to give increased shade areas to the predominantly junior primary side of the school.

Achievements

The Governing Council chairperson contacted the Salisbury Council and requested that the area out the front of the school by the pedestrian crossing be tidied up. As a result, Salisbury Council cleaned up and extended the paved area by the Pedestrian crossing, improving access to the school and safety for the school community.

With support from the Governing Council, the school held a 5c line fund raiser this year that raised over \$1000. Governing Council also approved our participation in Jump Rope for Heart. The students raised nearly \$10,000 for the Heart Foundation. The Governing Council also chose to donate our Foodland Dollars received this year (\$53) to a family who lost everything in a house fire.

Improvement Planning and Outcomes

Our main focus for improvement continued to be Numeracy and maintaining some work on Literacy.

Our external review in 2015 identified a focus of gaining increased consistency of practice across the site. We made a number of changes to further develop in this regard with a focus on numeracy, including the use of Professional Learning Communities (PLCs). These were made up of people from like year levels. Each of these teams met with the principal twice throughout the year as a team to discuss practice, data and how data was used to inform practice. The second meeting focused on progress throughout the year. Goal setting gained a whole school focus with consistent a format across the school and timing of the goals being set with students and when they were shared/reviewed with parents. This work was also supported by a continued focus on data management and how this informs learning programs for individual students. There was a range of training provided to build capacity of teachers on the effective use and analysis of data. The implementation of a data wall in Term 4 this year will support staff in 2017 to increase their capacity to analyse the tracking and monitoring of all learners while assisting and informing staff in designing, teaching and assessing high quality differentiated numeracy and literacy programs.

Teachers were supported in the introduction of Big Ideas in Number through training and maths support teachers being released to work alongside other class teachers in the implementation of Trusting the Count. Teachers were released to test their students. This approach proved to be very successful for the teachers in both the implementation and the improvement students made over one term. This program will continue to be supported in 2017.

In 2016 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. Several staff meetings were structured to support staff in using last years PAT data to inform action at class, cohort and site level. Staff and students used last year's PAT Individual reports so their students could personalise and extend their learning and disposition to learn. Consequently students had more ownership over their data and teacher pedagogy improved through engagement with the data and The PAT Resource Centre. In conclusion, 73% of the students who sat PAT M met the SEA, whilst 84% of the students met the SEA in PAT R.

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 predominantly in Years Foundation to 4. Student selection was based on the analysis of data and specific goals that had been set in order to improve not only student achievement, but also their engagement in numeracy and literacy.

Several students, predominantly in Foundation year, accessed the Reading Doctor Program. Additional resources were also strategically purchased to increase outcomes in reading based on feedback from learners and achievement data. These included phonic and decodable readers, and books to engage and intellectually stretch all learners.

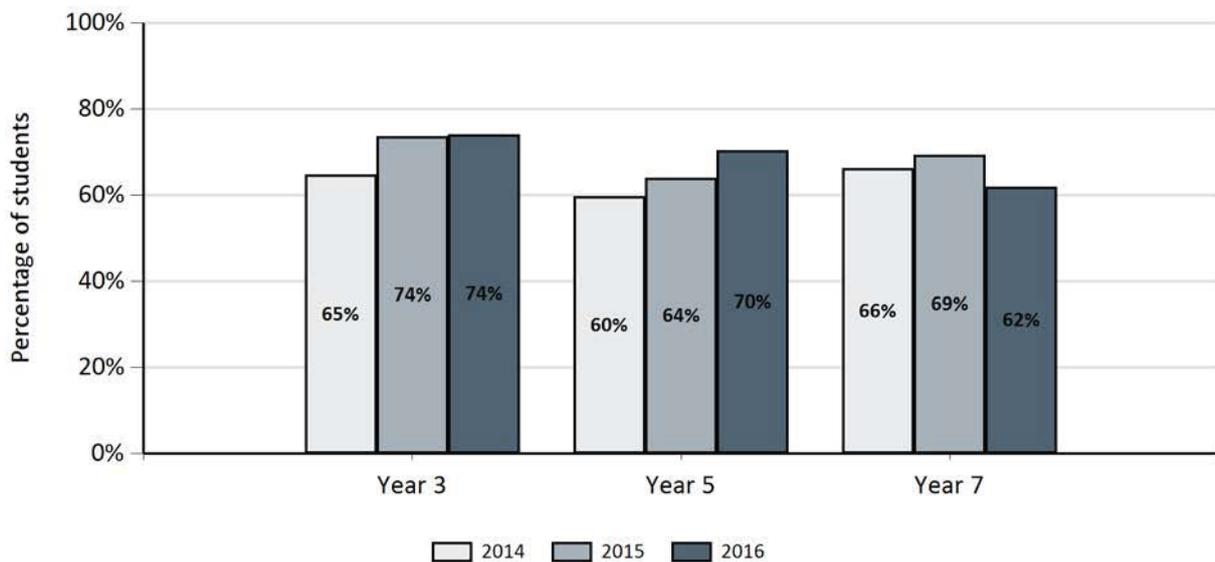
Staff collaboratively provided feedback on such resources and further directions for 2017 at pupil free day in Term 4 2016, consequently building a culture of collective responsibility for numeracy and literacy improvement. This information will also be used to intentionally facilitate professional dialogue and learning in 2017. The new 2017 - 19 Strategic Plan focuses on Numeracy (Big Ideas in Number), Literacy (Brightpath trial/writing), STEM and Student Wellbeing.

Performance Summary

NAPLAN Proficiency

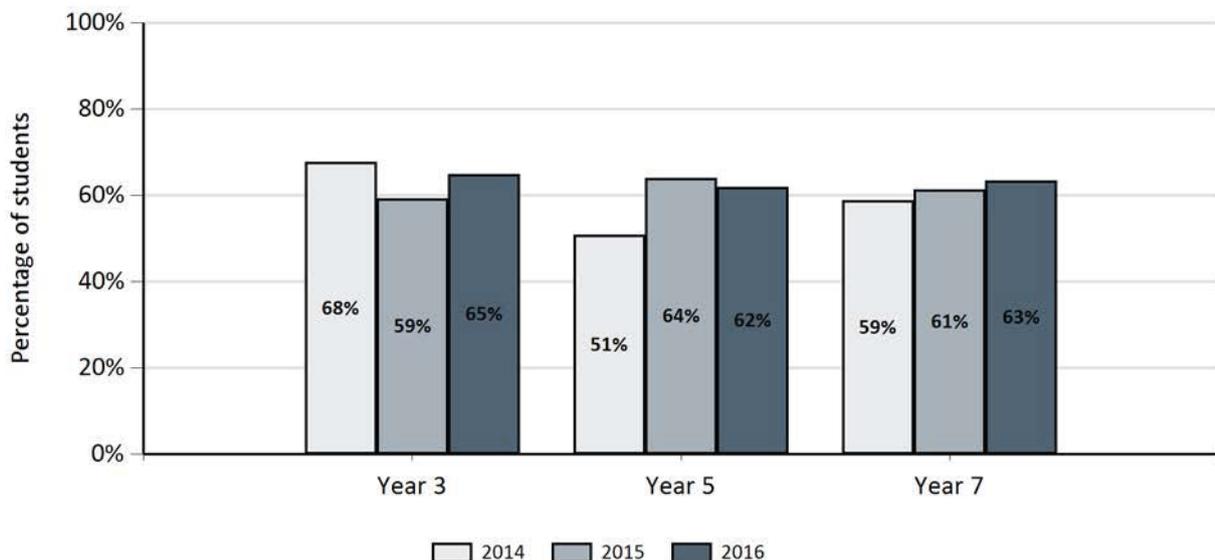
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	16%	32%	25%
Middle progress group	62%	46%	50%
Upper progress group	22%	21%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	36%	24%	25%
Middle progress group	38%	47%	50%
Upper progress group	26%	29%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	77	77	21	6	27%	8%
Year 3 2014-16 Average	73.7	73.7	19.3	6.7	26%	9%
Year 5 2016	71	71	14	5	20%	7%
Year 5 2014-16 Average	66.3	66.3	14.0	5.3	21%	8%
Year 7 2016	71	71	6	8	8%	11%
Year 7 2014-16 Average	67.0	67.0	10.0	4.7	15%	7%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: 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 the SEA or at least maintaining the level. There was a slight decline in Year 7 reading and year 5 numeracy. We have been focused on working with students in a range of ways to achieve some consistent growth over years which has been difficult to achieve in the past. We will continue to focus on numeracy improvement through a school wide whole class focus on Big Ideas in Number and numeracy and literacy intervention programs to continue to improve on the percentage of students achieving SEA.

The other area where there has been good improvement is the percentage of students achieving middle and upper growth. This has been particularly notable in the reading growth both 3-5 and 5-7 and the year 5-7 numeracy. While we have made some progress in higher band achievement we still need to focus on how we move and maintain students into the higher bands.

22 students regularly attended Minilit lessons three times a week. 54% of these students progressed 10 or more reading levels this year. 41% of these students met the SEA in running records data, however 100% of the students on the program became more engaged and resilient in their learning, and met their literacy goals set by their teacher in Term 3. After evaluating learner progress data and the program, all students will receive support again for at least the first half of Term 1 in 2017.

18 students in Year 4 were supported on the QuickSmart Maths Program. 70% met the SEA in PAT M in state wide testing in Term 3. 100% of the students increased their automaticity and accuracy in recalling number facts as measured by the Ozcaas program. This data also revealed that the QuickSmart students outperformed the comparison students. In 2017 the QuickSmart students will receive targeted support within the area of problem solving to enable greater learner progress in Year 5 and beyond.

We made significant improvement in numeracy through the introduction of Big Ideas in Number in the second half of the year across the school R-7. All students were tested in Trusting the Count during term 3 with 35% either very close or trusting the count. By the end of the year when retested, 64% of students met the same criteria. This strategy will continue in 2017 supported in all classrooms and we will introduce the focus on Place Value.

This year 8 ATSI students sat for NAPLAN testing. With the exception of one child in the area of spelling the students met and in some instances went well above the national minimum standard. 2 students significantly improved their numeracy results from their previous assessments. 2 students had scored significantly high in spelling this year. 70% of their results met the Standard of Educational Achievement mirroring our result for other students.

In 2016 students in Years 2 to 7 completed PAT M and PAT R. In conclusion, 73% of the students who sat PAT M met the SEA, whilst 84% of the students met the SEA in PAT R.

Attendance

Year level	2014	2015	2016
Reception	91.1%	93.0%	91.8%
Year 01	88.2%	89.3%	92.6%
Year 02	91.8%	89.6%	89.1%
Year 03	90.8%	91.6%	91.0%
Year 04	92.6%	91.3%	91.5%
Year 05	89.2%	90.6%	91.6%
Year 06	91.6%	89.4%	93.0%
Year 07	90.8%	91.5%	89.4%
Primary Other	86.5%	89.2%	89.4%
Total	90.6%	90.7%	91.1%

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

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

Attendance Comment

During 2016 we have observed an improvement in our site's overall attendance statistics, with our attendance rate for the year at 91%.

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 school counsellor and our regional attendance officer. Programs have been put in place to support students improve their attendance and engagement in school.

In 2017 we are looking into providing a breakfast program to assist some students and their families.

Behaviour Management Comment

During 2016 we have observed a decline in reported behavioural incidents. 2016 statistics showed an overall decline from 1315 incidents reported in 2015 to 963 incidents reported in 2016. A significant change has been observed during play times as 384 fewer incidents were 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.

Throughout the year students across all year levels have been able to participate in programs run by the school counsellor. 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. 98.55% of students indicated they felt positive about school, 98.7% said they felt positive about their class and 96.92% reported they were positive about recess and lunch times.

Year 6/7 Wellbeing and Student Engagement Survey: This year 123 students completed the survey. Their responses closely mirrored the South Australian cohort results. 92% felt they had connectedness with adults at school with 99% having a positive emotional engagement with their teacher. 66% of students (compared to the state average 56%) expressed mid/high levels of engagement in learning tasks. 39% of our students (compared to the state average 23%) eat breakfast less than 3-4 times per week. This last statistic justifies our recent discussions with the school counsellor to initiate a Breakfast Club in 2017.

Parents were surveyed early in term 4. We had 69 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):

92% that teachers have high expectations of students

93% that the school is well maintained

99% 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. In each of these areas there has been improvement from the 2015 survey. Some highlights include (% indicates combined agree/strongly agree)

98% believe that there is supportive leadership in the school

91% believe they have appropriate opportunities for PD

94% believe the school is well organised

100% believe learning programs are responsive of student needs

98% believe that teachers use a variety of teaching and learning strategies with their students

98% believe teachers have high expectations for students

94% believe there are effective behaviour management strategies in place

91% 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	9.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	8.1%
Transfer to SA Govt School	110	81.5%
Unknown	1	0.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

We have very thorough checking processes in place to ensure that all teachers, SSOs, OSHC staff, Governing Councillors and volunteers are compliant with DECD relevant history screening requirements. Staff are reminded and encouraged 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 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	64
Post Graduate Qualifications	15

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	41.2	0.0	18.0
Persons	2	44	0	25

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$6 366250
Grants: Commonwealth	\$19200
Parent Contributions	\$139347
Fund Raising	\$5203
Other	\$226977

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

2016 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 2016 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	An extra full time SSO was employed to support the complex needs of students in the JP special small class. To support engagement and social skills development of several students, a yard support program was initiated.	NEPs written with clear goals for students to work towards.
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 60% 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 increase in time for the AET salary and SSO time to support aboriginal students.	
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	The school also released 0.4 salary for behaviour support to allow proactive programs to be implemented by the school counsellor. (see above).	see above plus built capacity of other teachers in this role.