



Parafield Gardens R-7 School

2018 annual report to the school community



Government
of South Australia
Department for Education

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:

13th February 2019

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. Our enrolments were strong throughout the year moving to 659 at the beginning of the year after finishing the previous year with around 620 students. We finished 2018 with an enrolment of 664 students. The school population includes over 55% EALD, 4% Aboriginal and 8% Students with Disabilities.

Some highlights include:

Our contemporary new STEMworks facilities which were officially opened on Friday 30th November. The refurbishment has provided the school with open spaces for hands-on learning, combined kitchen and garden amenities, Green Room, two STEM classrooms, conference room, teacher office preparation area, outdoor construction space, indoor makers space, additional kitchen and combined wet area and resource space. This, in conjunction with forty brand new laptops and ipads, five state of art Smartboards, two 3D printers, a range of new and innovative technologies and 21st Century teaching approaches, will equip our students with the skills to be forward thinkers, innovators, entrepreneurs, leaders and shapers of an adaptable knowledge-based economy and society. The Hive lends itself to collaborative inquiry, problem solving, experimentation, risk taking, research and innovation. It will support interdisciplinary learning, thinking and working, and support our students to draw upon several disciplines to identify problems and develop creative solutions.

Other highlights include a STEM bridge project for junior primary classes working closely with the Children's Centre staff, Senior choir sang as part of the Festival of Music and junior choir was popular. Many students participated in a range of SAPSASA events, Sports Day and Music Count Us In were whole school celebrations and our annual end of year concert, Parafield On Parade was again a success. Our year 7 students headed to Woodhouse campsite for their camp and many students participated in a range of excursions including some to the Oceanic centre in Victor Harbor.

Governing council report

The Governing Council was elected at the AGM and Acquaintance Night on 21/2/18. Kate Swanson was elected as Chair, Kyall Zechner as Deputy Chair and Kerry Smith as Treasurer. 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:

- Parafield Gardens R-7 Community Code of Conduct
- Cyber Safety Policy

Governing Council was informed of The Education Departments goal to build a better world class education system. The new format for 2019 School Improvement plan and stages of improvement were shared along with the school goals for the next 3 years.

STEM Works

- kept informed of building progress and completion
- Invited to and attended the opening ceremony on 30th November
- Makers Project Grant from the Department for Industry, Innovation and Science used to purchase 3D printer

Building Better Schools

- Members shared feedback for possible school upgrades

2019 reporting format

- was reviewed by members and the new format was supported
- Members supported making Term 3 interviews compulsory

Governing Council approved the transfer of profits from OSHC to the school to upgrade the WIFI, network switches, teacher desktop computers (40), new iPads for the junior primary classes and 60+ laptops for the new STEM space.

A representative from Governing Council was involved in the panel for the 2019 Principal position.

Governing Council members also volunteer each year to assist with the Year 7 graduation dinner.

Improvement planning and outcomes

In 2018 we moved into our second year of our 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 continued to embed 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.

We participated for a second year in the Brightpath (writing focus) Department for Education trial. This work was lead by the Senior Leader -Quality teaching and learning. An English coach was employed from the beginning of term 2 to work alongside teachers and build capacity to support this work. The coach also worked with high achieving students to provide stretch in their learning. These students performed very well in the testing programs. 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 and persuasive text. 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 2019 as teachers have found this to be a useful tool and process to work through to more effectively target improvement for individual students in writing. This year, 6 students' persuasive writing pieces were chosen to be part of the Brightpath Persuasive writing exhibition—a very proud moment for both the students and the school as only 60 samples were chosen across the state.

To support our work in Numeracy we continued to place importance on maintaining Big Ideas in Number program, consolidating the diagnostic tools, assessment and teaching strategies from Trust the Count to Place Value. A slightly different model was used with a single maths coach being appointed initially released 0.4 but from term 2 fulltime. The maths coach worked alongside classroom teachers mentoring and providing support to ensure consistency of practice and to support students. The Multiplicative thinking diagnostic tool was trialled in the Middle years and will be continued to be rolled out across the school in 2019.

Professional learning to support staff to effectively incorporate learning in STEM included the STEM 500 program which was a catalyst for two of our teachers to gain expertise in the area of mathematics and STEM implementation. The STEM Bridge program which facilitated a collaboration between the school and Parafield Gardens Children's Centre to explore inquiry learning, questioning and children's voice in the early years. This program will continue into 2019 to track and monitor students transitioning from the Children's Centre into the school environment. Staff meetings were allocated to provide professional learning to build capacity of teachers in anticipation of the new STEMworks facility, The Hive, being opened for use in term 4.

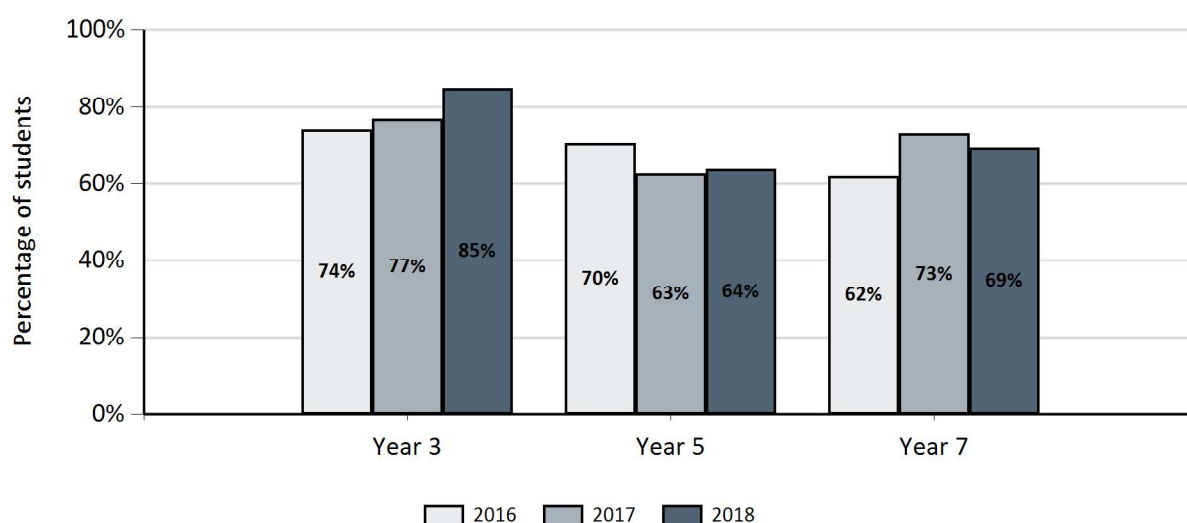
Student wellbeing programs continued to be implemented. The student Wellbeing leader was released to lead a number of proactive programs across the year. Many students participated in Mindfulness programs with the Student Wellbeing Leader. We continued to focus on student attendance and we continued to run the successful Breakfast club in conjunction with Kick Start for Kids from the beginning of the year. This has continued to be a positive initiative for our 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.

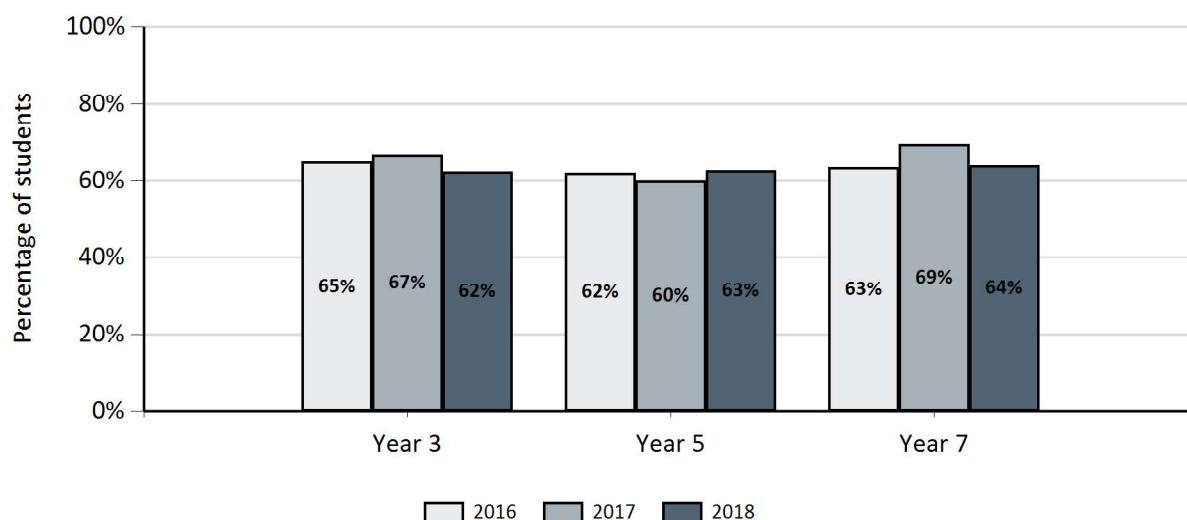
Reading



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	18%	25%	25%
Middle progress group	48%	44%	50%
Lower progress group	34%	30%	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	17%	26%	25%
Middle progress group	55%	44%	50%
Lower progress group	28%	31%	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	85	85	26	21	31%	25%
Year 3 2016-18 average	80.0	80.0	21.3	11.7	27%	15%
Year 5 2018	83	83	11	4	13%	5%
Year 5 2016-18 average	76.3	76.3	14.3	6.7	19%	9%
Year 7 2018	75	75	9	7	12%	9%
Year 7 2016-18 average	68.3	68.3	6.7	7.7	10%	11%

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

It is pleasing to note that in some 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 7 cohort in both reading and numeracy however our year 3 and 5 data shows slight growth. Of particular note is the year 3 reading which showed significant growth. 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. In Yr 3-5 82% and Yr 5-7 74% of students attained medium to high growth in Reading. In numeracy 83% attained medium to high growth in Yr 3-5 and 75% in Yr 5-7.

In 2018 students in Years 2 to 7 completed PAT M and PAT R. Students in Foundation and Year 1 completed PAT for the Early Years. Across the year 3 to 7 cohort 90% of student achieved SEA in the PAT-R assessment and 83% in PAT-M. We have noted our focus is changing from only a focus on students achieving the SEA to more on ensuring they are making 12 months growth and moving into the higher bands.

Our ATSI students performance included 75% achieved SEA in PAT-R and 89% in PAT-M. In NAPLAN ten students sat the tests with 50% attaining SEA in Numeracy and 70% in Reading. 80% of students achieved the NMS in Numeracy and 90% in Reading.

Students were targeted in several programs to improve outcomes in Literacy and Numeracy including Minilit, Quicksmart and the Reading Tutor program. Three new initiatives were introduced— Macqlit for students in Years 4 to 6, Star Smart Maths for students in Years 3 and 5, and Close Reading across the whole school, with identified students in Years 3 to 5 withdrawn for intensive close reading support.

Of the 15 students in Year 3 targeted through reading intervention, all but one met SEA in NAPLAN reading, with 100% achieving growth in PAT-R. The introduction of Macqlit in Term 2 resulted in 100% of students participating, improving in their PAT-R. Students withdrawn twice a week in close reading sessions focused predominately on improving their fluency, self-monitoring and annotating their thinking to foster their comprehension skills. Subsequently 4 of these students were in the upper 25% growth in NAPLAN for reading. Furthermore, 12 out of the 13 students targeted, progressed in PAT-R.

The school initiated an additional maths program, alongside the successful Quicksmart program, as wave 2 support called Star Smart Maths. Students predominately in Year 3 accessed the program, focusing on strategies to increase automaticity in number and skills in problem solving. All students enthusiastically participated resulting in an increase in their confidence and achievement in mathematics. In the year 3 cohort, two students achieved in Band 5 for NAPLAN Maths, continuing this success in PAT M.

Attendance

Year level	2015	2016	2017	2018
Reception	92.2%	91.0%	91.5%	92.2%
Year 1	88.8%	91.4%	91.3%	92.1%
Year 2	89.6%	88.5%	91.7%	91.0%
Year 3	91.0%	88.7%	89.4%	93.0%
Year 4	91.2%	91.1%	90.9%	90.1%
Year 5	91.1%	90.8%	89.8%	91.1%
Year 6	89.4%	92.1%	92.8%	91.4%
Year 7	90.4%	88.9%	91.6%	93.9%
Primary other	89.2%	87.4%	87.6%	87.2%
Year 8			100.0%	
Total	90.4%	90.2%	91.0%	91.7%

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

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

Attendance comment

During 2018 we have observed an improvement in our site's overall attendance statistics, with our attendance rate for the year at close to 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 letters and home visits from the student wellbeing leaders and our regional support service attendance officer and family focus social worker.

Behaviour management comment

During 2018 we have observed a decline in behavioural incidents from 937 incidents reported in 2017 to 886 incidents reported this year (this is despite a growth in enrolment numbers). Significant changes continue to be observed during play times. We attribute this change to the identification of areas of concern in the schoolyard during play times, placing extra teachers on duty and targeted behaviour intervention plans.

Students have participated in programs concentrating on friendship, resilience, worries and leadership at school, mindfulness programs and specialised social skills groups.

Staff received training to assist with working with children who have experienced trauma, mindfulness, restorative practices and problem solving.

Client opinion summary

Results from our annual Student Wellbeing Survey were very positive, indicating a high level of satisfaction amongst the student population with strong relationships fostered between students and teachers.

99.64% of students indicated they felt positive about school, 99.83% said they felt positive about their teachers and 99.18% reported they felt safe within the school environment.

Parents were surveyed early in term 4. We had 34 responses from an email inviting all 450 families to respond. Overall the responses were very positive about the school. Some things to highlight (% indicates agree and strongly agree):

94% that teachers have high expectations of students
85% that parents can talk to their child's teacher about their concerns
76% that their child likes being at this school
82% that the school is well maintained

Staff participated in the new statewide Perspective survey during term 3 in several areas with questions focusing on school climate and staff engagement. Some highlights include (% indicates combined agree/strongly agree)

89% responded positively about questions relating to expert teaching
88% responded positively in relation to the school being goal focused and sound site planning processes
94% were clear about their job expectations and perceptions
87% believe there a strong sense of shared responsibility across the staff
90% believe they have sufficient information about policies and procedures
83% stated that there is a supportive environment to deal with the challenges of student needs
81% responded positively re improvement decisions being supported by evidence

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	14	10.9%
Other	1	0.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	10.9%
Transfer to SA Govt School	99	77.3%
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 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 Department for Education 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	73
Post Graduate Qualifications	15

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	2.0	40.6	2.4	18.4
Persons	2	44	3	25

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

Financial statement

Funding Source	Amount
Grants: State	\$7 727 534
Grants: Commonwealth	\$30 780
Parent Contributions	\$190 361
Fund Raising	\$5231
Other	\$129 505

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	Funding supported intervention programs centred on Mindfulness to assist in building social and emotional skills. One child had 1:1 teacher support while integrated into a mainstream classroom.	Consistent approach used by all teachers trained. Student mainstreamed 2019.
	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
	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	This year we have continued our focus on literacy tutoring in the areas of comprehension, reading fluency, running records and phonemic awareness. We have also continued to implement "Big Ideas in Number" strategy with a Maths Coach. 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 1:1 programs and access to the latest educational software. APAS students received 3 terms of Mini-Lit training	In PAT-R 90% of students tested reached the Dept for Ed Standard of Achievement. In PAT-M 83% of students tested reached the SEA - increased % from 2017.
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	Significant funds supported intervention programs such as Minilit, Quicksmart, Starsmart and levelled Literacy intervention - increased SSO and teacher time to support aboriginal students.	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.