

South Downs Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

South Downs Primary School Number: 1038

Partnership: Uleybury

Name of School Principal:

Renee Miller

Name of Governing Council Chair:

Natasha Freeman

Date of Endorsement:

1/3/17

School Context and Highlights

Context:

South Downs Primary School is located in the northern suburbs of Adelaide. The school caters for approximately 120 students from Reception to Year 7.

Student enrollments are from within/beyond the local community. The school does not have an on-site Preschool or OSHC facility, which impacts enrollment numbers.

The student cohort consists of approximately 12% Aboriginal or Torrens Strait Islander (ATSI) students, 18% Students with a Disability, 11% with English as an Additional Language or Dialect background, and 58% eligible School Card holders.

The school is classified as Category 2 on the DECD Index of Educational Disadvantage with an ICSEA value of 909.

Highlights:

In 2016 a successful External School Review was conducted by the Department: "South Downs Primary School is working with committed resolve to support the many varied presenting needs of students at the school. There was evidence that the school operates with positive energy, staff are highly professional and supportive of each other, and the parent group values the learning opportunities provided within a strong sense of 'community'." (Pg 9 - FINAL Report)

A \$50,000 Specialist Schools Grant for Auslan with Elizabeth Down PS.

Year 7 Camp: Students traveled to Iron Knob to the Blue Light Errappa Camp in Term 2. This continues to remain a highlight for students and develops team building and self-esteem skills through challenging activities. The Variety Club assisted with transportation costs through a grant applied for by the school.

Student Learning Commission: Continues to be an active group within the school with a focus upon student voice in learning.

Students presented to all classes throughout the year concepts that will improve learning and teaching.

Play is the Way and SDP United continue to be used school wide to develop positive social skills with students.

Advanced Music Group: Identified students participated in targeted weekly lessons where the skills were extended upon.

Student and teacher worked collaboratively to set intended learning.

Kodaly Music: Early Years Intervention. Choir / Music Count Us In: Students were given the opportunity to be part of the media campaign for this.

Dream Big Festival: Artwork designed by a Year 7 student was selected to be the used as the media image for the Festival in 2016.

Sports Day, Pool Day, Aquatics and Swimming Lessons, On-site Playgroup, Gardening Group, End of Year Concert, Book Week, Smith Family Partnership remain ongoing.

Governing Council Report

Governing Council Achievements in 2016

The Composition of the Governing Council members is as follows:

Chairperson: Natasha Freeman

Secretary: Keston Palmer (resigned)

Treasurer: Vicki Freeman

Committee Members: Kathleen Eddy, Raelene Eddy, Sarah Adams, Soul Till, Dawn Trevena

Staff Rep: Lee Burdon

Finance: Bev Morris

Principal: Renee Miller

Governing Council was involved in a variety of events throughout the course of 2016:

Sports Day

End of Year Concert and Christmas Raffle.

Year 7 Graduation

Food Fundraising Days

Fundraising was held throughout the year, with Governing Council working collaboratively with the Uniting Church at our End of Year Concert Sausage Sizzle.

Governing Council once again assisted at our Year 7 Graduation, decorating the disco space. Students received a signature bear or soccer ball from the Governing Council as a memento of their time at South Downs PS.

Governing Council members participated in the External School Review which provided them with the opportunity to share the positive programs that occur at South Downs PS.

All fundraising went towards supporting our Annual Pool Day at Salisbury Swimming Centre.

A big thank you must go out to the SDPS Community in showing our school value of Unity by coming together to fundraise for our events.

Improvement Planning and Outcomes

Site Improvement Target Analysis - see School Performance Comments for Outcomes.

Numeracy:

Site Improvement Plan Aim: To have numeracy improvement as a core aspect of school improvement with the priority to improve teacher pedagogy in the area of Assessment for Learning in Numeracy.

We continue to place emphasis upon Numeracy with staff taking part in the Back2Front Maths Webinar Series which focused upon misconceptions in maths and how to address these.

A dedicated Numeracy Block with a 'no hands up' focus occurs twice a week. During this time students are engaged in a Problem Solving task and an explicit strategy lesson. SSOs who assist during these lessons received training on how to 'not rescue' students and to encourage problem solving through the use of a Growth Mindset approach.

Reading:

Site Improvement Plan Aim: To have reading improvement as a core aspect of school improvement with the priority to improve teacher pedagogy in the area of Assessment for Learning in Reading.

Reading Intervention remains a focus with Junior Primary and Primary Interventions funded by the school 1.0FTE.

Junior Primary focus is upon learning to read and setting up a strong foundational approach around reading comprehension, this occurs in a 1:1 or small group setting.

Primary Intervention focus is upon extending student vocabulary and comprehension through small group sessions 2 or 3 times a week. Promotion of discussion and points of view are encouraged during these sessions with a focus upon Oral Language.

Individual Student Learning Targets:

Teacher release was allocated and resourced by the school to assist staff with 1:1 target setting with students and to allow for discussion of possible strategies and obstacles in achieving these.

Targets were set at the beginning of each term and reviewed in Week 9. Targets were set and reviewed every term and were set in the areas of Literacy/Numeracy/Reading.

Attendance:

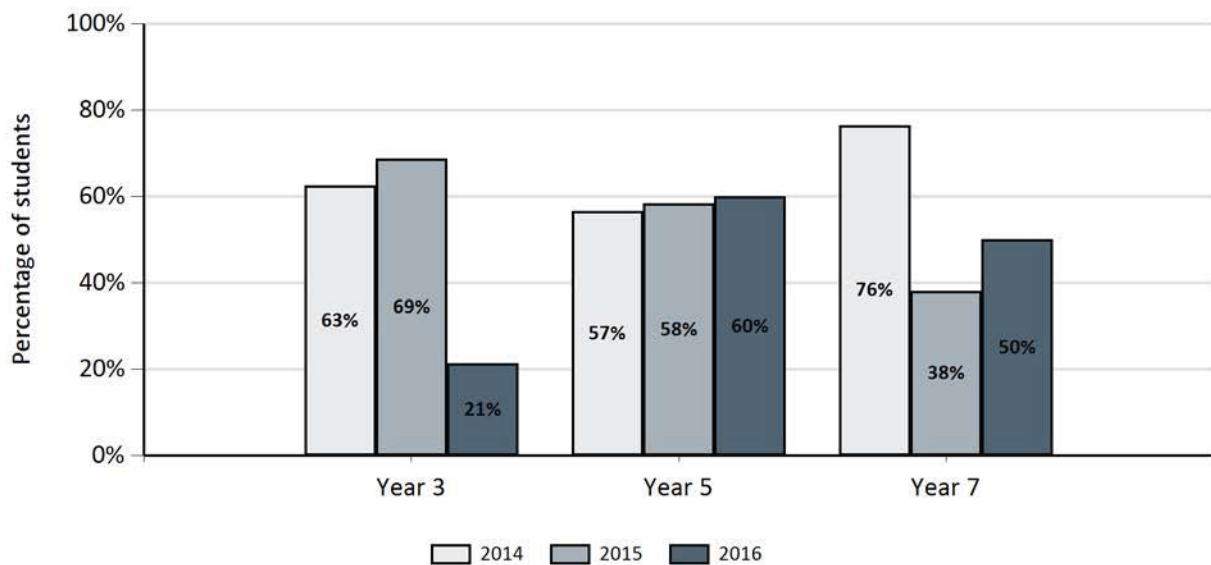
Refer to Attendance Comment Section.

Performance Summary

NAPLAN Proficiency

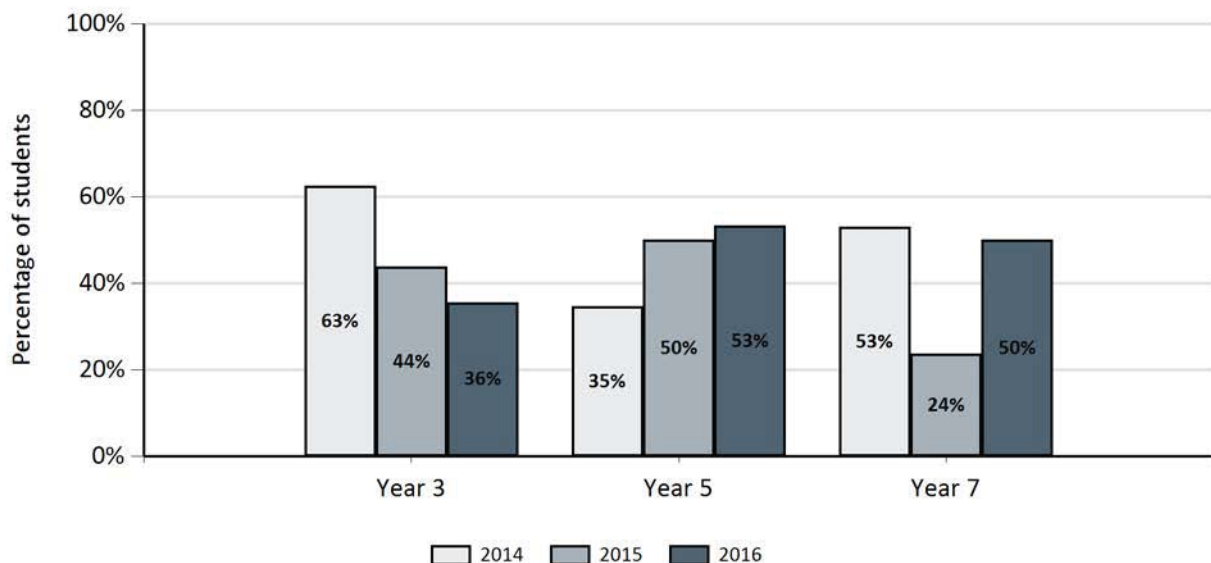
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	23%	33%	25%
Middle progress group	54%	52%	50%
Upper progress group	23%	14%	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%	27%	25%
Middle progress group	64%	59%	50%
Upper progress group	0%	14%	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	14	14	2	1	14%	7%
Year 3 2014-16 Average	18.0	18.0	3.3	1.3	19%	7%
Year 5 2016	15	15	2	0	13%	0%
Year 5 2014-16 Average	16.7	16.7	2.7	0.3	16%	2%
Year 7 2016	24	24	1	0	4%	0%
Year 7 2014-16 Average	20.7	20.7	1.7	0.3	8%	2%

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

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our Improvement Planning Outcomes can cause large changes in the 5 shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. As a site we focus upon each individual student through a case management process where the learning needs and data for each student are analysed and discussed on regular basis.

Site Improvement Plan Numeracy Targets:

1. Retention of students who achieved NAPLAN DECD SEA HB in Year 3(to achieve this in 7) - 0/0 students

2. PAT Maths Data reflects a positive growth rate for all Yr 4 to 7:

Growth Rate 1yr+ = 20/46

Growth Rate 6mths = 13/46

3. Students who achieve PAT Maths DECD SEA continue to achieve this in consecutive years throughout the duration of their schooling - Yrs 4 to 7: 15/46

Year level PAT M Targets to achieve DECD SEA:

Yr 2 - No target - Actual 5/11 Achieved SEA Yr 3 + Yr 3 - Target 3 - Actual 2/6

Yr 4 - Target 3 - Actual 4/12 Yr 5 - Target 5 - Actual 7/13

Yr 6 - Target 3 - Actual 5/10 Yr 7 - Target 6 - Actual 5/21

Site Improvement Plan Reading Targets:

1. Retention of students who achieved NAPLAN DECD SEA in Year 3(to achieve this in 7) - 1/2 students

2. PAT Reading Data reflects a positive growth rate for all Yr 4 to 7:

Growth Rate 1yr+ = 35/59

Growth Rate 6mths = 6/59

3. Students who achieve PAT Reading DECD SEA continue to achieve this in consecutive years throughout the duration of their schooling - Yrs 4 to 7: 29/59

Year level PAT R Targets to achieve DECD SEA:

Yr 2 - No Target - Actual 8/12 Achieved SEA Yr 3 +

Yr 3 - Target 3- Actual 2/6 Yr 4 - Target 6- Actual 8/11

Yr 5 - Target 5- Actual 8/12 Yr 6 - Target 8 - Actual 7/12

Yr 7 - Target 12- Actual 15/24

4. All students to achieve growth in their reading comprehension - monitored by Lexile Level (LL) / Running Record (RR) Data Rec - 7/19 @ RR5+

Yr 1 - Target 2 @ RR18+, 3 @ RR 21+ - Actual 4/12 @ RR 18+, 5/12 @ RR 15+

Yr 2 - Target 7 @ RR24+, 2@ RR21+ - Actual 8/16 @ RR24+, 1/16@RR 21+ (3 @20)

Yr 3 - Target 3 @ LL 400+ - Actual 3/1

Yr 4 - Target 6 @ LL 500+ - Actual 8/12

Yr 5 - Target 8 @ LL 600+ - Actual 9/14

Yr 6 - Target 9 @700+ - Actual 7/10

Yr 7 - Target 8 @ LL 800+ - Actual 13/27

Attendance

Year level	2014	2015	2016
Reception	91.6%	82.8%	88.6%
Year 01	84.1%	86.3%	82.5%
Year 02	90.6%	86.0%	87.1%
Year 03	91.1%	88.9%	82.6%
Year 04	94.1%	89.0%	88.5%
Year 05	90.7%	93.4%	83.9%
Year 06	85.6%	92.0%	92.2%
Year 07	85.6%	82.6%	89.8%
Total	89.1%	87.8%	87.1%

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

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

Attendance Comment

School Target was to improve attendance by 2-5% - Rec and Yr7 students achieved this.

Staff / Leadership actively promote regular attendance through contacting parents / caregivers to discuss student absences. Daily phone calls to families of identified non-attenders has assisted with accountability and attendance.

Students are acknowledged on a termly basis for 97 - 100% attendance at assembly (100% = movie excursion).

The transient nature of our school population can also impact upon attendance as the time delay between leaving and enrolling at another school can be significant.

Behaviour Management Comment

There were a total of 72 suspension in 2017. 10 students accounted for 39 of these (i.e students with 3 or more suspensions).

The school continues to work closely with parents and DECD Service Providers to ensure appropriate strategies and interventions are in place to support students.

The school remains compliant with the Cossey Report recommendations. There were no instances of bullying recorded in 2016.

SDP UNITED remains a focus at the beginning of the new school year with the aim to establish a positive classroom/ yard culture where students feel safe, have a sense of belonging, identity, independence and mastery.

Play is the Way Concepts were also included to consolidate student learning in self regulation and behaviour.

Client Opinion Summary

Due to the size of our site and past surveys sent back. We did not undertake a Client Opinion Survey in 2016.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	4.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	7.1%
Transfer to SA Govt School	37	88.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

The school complies with current DECD Screening processes as outline on the Intranet link.
<http://www.decd.sa.gov.au/hrstaff/pages/default/screeningguide/>

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	22
Post Graduate Qualifications	3

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	1.0	10.4	0.5	5.6
Persons	1	12	1	9

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

Financial Statement

Funding Source	Amount
Grants: State	\$1,956,653.10
Grants: Commonwealth	\$19,473.00
Parent Contributions	\$31,689.25
Fund Raising	\$652.87
Other	\$2,008,468.22

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 Improved Outcomes for Students with an Additional Language or Dialect Improved Outcomes for Students with Disabilities	Toward increasing Primary Counsellor to 1.0. Supporting students with behaviour management. Establishment and maintenance of ongoing of student engagement and wellbeing programs. Identified EALD students received additional reading support (Intervention Program). Particular focus on vocabulary and understanding through oral language and reading. PAT R SEA = 5/6 students. PAT M SEA = 2/6. Literacy and Numeracy SSO support- increase access to the curriculum. Funding for a Small Social Skills Group "Shakers" - Cross Age. Develop positive relationships with SSO who worked with them as well as peers.	Positive/sustainable working relationships established with students /families. Data indicates growth. High engagement of students. Student who attended Shakers increased self-confidence, demonstrated leadership
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 Australian Curriculum	Identified Aboriginal Students received additional reading support through our Intervention Program. Students who received APAS Funding accessed Intervention Program. PAT R SEA = 1/6 PAT M SEA = 2/6. Learning Difficulties Grant - 1:1 SSO support with identified students in class Literacy and Numeracy SSO support 1:1, small group. Australian Curriculum Funding was utilised for TRT Days for staff to attend relevant training. Teacher release to meet with students to set Individual Learning Targets 1;1 on a termly basis. Teacher release to undertake Professional Observations of colleagues to improve teaching practice.	Growth was recorded for most students in the area of reading. Increase in self - confidence was also noted.
Program Funding for all Students	Aboriginal Languages Programs Better Schools Funding Specialist School Reporting (as required) Improved Outcomes for Gifted Students	N/A Part funding a 1.0 Intervention Teacher (shared 0.5) Focus JP intervention (1:1, small group - daily) and Primary Intervention (small groups 3 x week) Primary Intervention: 20 students JP Intervention: 35 students The school received a \$50,000 grant to undertake Auslan. This was a joint application with Elizabeth Downs PS. This funding will be used to skill staff in Auslan through a joint partnership with TAFE.	N/A Data indicates movement in Reading levels of students who attended these. This will begin in 2017.
Other Discretionary Funding	Primary School Counsellor (if applicable)	Monitoring / follow up of identified high risk non-attenders. Implementation of Play is the Way Key within the school and supporting staff. Supporting students individual/small group with social/behavioural difficulties.	Positive/sustainable working relationships established with students /families.