



Salisbury Heights Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Salisbury Heights Primary School Number: 1177

Partnership: Salisbury

Name of School Principal:

Katherine Holman

Name of Governing Council Chair:

Sarah Dolman

Date of Endorsement:

21/2/16

School Context and Highlights

Salisbury Heights Primary is located 20kms from the Adelaide CBD. In 2016 we started the year with 377 students R-7. Over the past few years we have experienced changing demographics with declining numbers, an increase in ATSI and EALD students and we are seeing a greater number of transient families. The demographics of our 2016 student population included:

14 Aboriginal Torres Strait Islander students (ATSI) 4% of total students
 32 Students with Disabilities students (SWD) 8.6%
 76 School Card students 20.6%
 65 English as an Additional Language or Dialect students (EALD) 17.6%
 2 Students under Guardianship of the Minister 0.5%

We used this demographic data as part of our Annual site review and staff analysed what impact these vulnerabilities had on teaching and learning programs.

The Leadership Team consists of a Principal, Deputy Principal, School Counsellor and a Coordinator.

Highlights include our usual Annual Events such as Sports Day, Charities Day, Book Week Parade, Athon, Christmas Concert, Choir at Festival Theatre, Heights in Lights and the Year 7 Graduation.

During term 3 we had our External Review which was a very positive experience and as a school we are very proud of the recognition and feedback we received. It also provided us with direction for further improvement. Staff, students and parents were all involved in our review and were able to provide confirming evidence of the school's improvement journey.

Other highlights include exciting work in STEM (Science, Technology, Engineering and Maths) and 3D printing in our school and our Partnership. The staff and students have found working with Stem snippets very engaging.

We have continued our work with the Partnership in Natural Maths which has continued to see the children engaged and becoming better at problem solving.

Our work with Stephen Graham in Literacy has continued to motivate staff and improve student learning outcomes. The work on Growth Mind Sets, Feedback and Wellbeing has been consolidated.

Governing Council Report

We have had an extremely busy and productive year at Salisbury Heights Primary Schools. Along with the usual fundraising and events we have had our External School Review and OHSC Review, polled the community, ground development planning and focused on the school canteen viability.

Once again the children loved all of our fundraising events including the Ballathon, Disco, Charities Day, Mother's and Father's Day stall. We raised an amazing amount of money while providing the community and students with some fantastic events.

In August this year the school had its external review. The report was brilliant, commending the staff, students and community on an amazing job. They were extremely pleased with how our school functions and the programs we have in place. As a result of this glowing report we will not be reviewed now until 2020.

Late this year OSHC was also audited and out of the seven areas covered they received a report of exceptional in six areas and very good in the seventh. The team at OSHC has been very productive this year and has maintained the growth we have seen in past years resulting in the fees not having to be increased, which is fabulous news.

Our Governing Council this year has been tasked with working out how to make our valuable canteen viable. It has been a challenging task which has resulted in much discussion. Hopefully the outcome of this will see big changes for the canteen and a swing towards a positive financial situation. At this time I would like to thank Rebecca Clark and Debbie Mathes for their efforts over the last few years. Their ability to keep motivated in tough times has been exceptional.

The Governing Council voted for an opportunity to poll the community this year to be able to recover the full amount of the M&S fees charged. This Poll was successful and this should bring more money into the school budget.

Finally this year has seen a finalisation of the plans for our ground development which should begin in early 2017. It has been a time consuming task but one that will be well worth it when the grounds are completed.

There are many people that make our school the success that it is and while I would like to thank each one of them individually, that isn't possible in this report. To the staff, SSO's, Parents and Friends Committee, OSHC Staff, Governing Council and all our volunteers I would like to thank you for your outstanding commitment, dedication and contributions towards our incredible school.

Improvement Planning and Outcomes

Each year we gather information by examining multiple measures of data including:

- Perception Data where we analyse staff student and parent surveys. We also gather feedback in a variety of areas across the year and all of this information helps shape the SIP for the following year.
- Learner Achievement Data – in a wide variety of areas including running records, PAT R PAT M and NAPLAN
- Demographic Data – looking at who makes up our community and what are the impacts on teaching and learning.
- Process Data – that enabled us to review how efficient our communication, structures and processes are and make appropriate modifications.

Staff Performance management plans are aligned to the Site Improvement Plan (SIP) as this ensures we maintain the focus on what we are trying to achieve. It also provides a framework to reflect on our own performance and identify areas of strength and growth. Staff have opportunities to be involved in decision making, implementation and evaluation of the SIP through the SIP Committee and PLC's (Professional Learning Communities). Progress against our targets are reported to the Governing Council at each meeting through the Principal report. We also keep our Educational Director David O'Brien informed of our progress, achievements and future directions through regular meetings.

Staff are involved in deep analysis of data and identify effective teaching and learning practices. The findings and recommendations are collated and reviewed by the SIP Committee (each PLC is represented) This year as a result of our External Review the directions provided will form the basis of our 2017 SIP.

Targets / achievement from 2016 SIP

Improvement and Learning

- to increase the % of students achieving in the top 2 proficiency bands in reading writing and numeracy.

As evidenced in the external review and through our own analysis we have maintained a positive trend in improving numbers of students in the top two bands and keeping them there. This year the year 3 cohort began the year with a large number of students below DECD SEA and this was reflected in the year 3 NAPLAN data.

Effective teaching

- Whole school agreements enacted

This year the leadership team conducted interviews with students to gather feedback around the implementation of the whole school teaching and learning agreements. This process gave us some really powerful feedback about consistency and quality of programs. We used this information in our internal and external review.

- A scope and sequence for Natural Maths computations strategies was developed.

All Staff have engaged with the Partnership Maths program and week 5 shared staff meetings have been highly successful.

- Improve student engagement

We have seen improved engagement through developing Growth Mind sets and collected evidence of improvement through our engagement and wellbeing survey. Continue to engage students through technology and STEM was a direction from the external review identified through our lines of inquiry.

Effective Leadership

- Capacity has continued to be built across staff in the school and within the Partnership particularly through STEM and Natural Maths.

- Teacher leaders have continued to be supported.

- Performance Development discussions include evidence of enacting whole school agreements

School Community Partnerships

- Local Partnership strengthened

- Engage parents in improving attendance

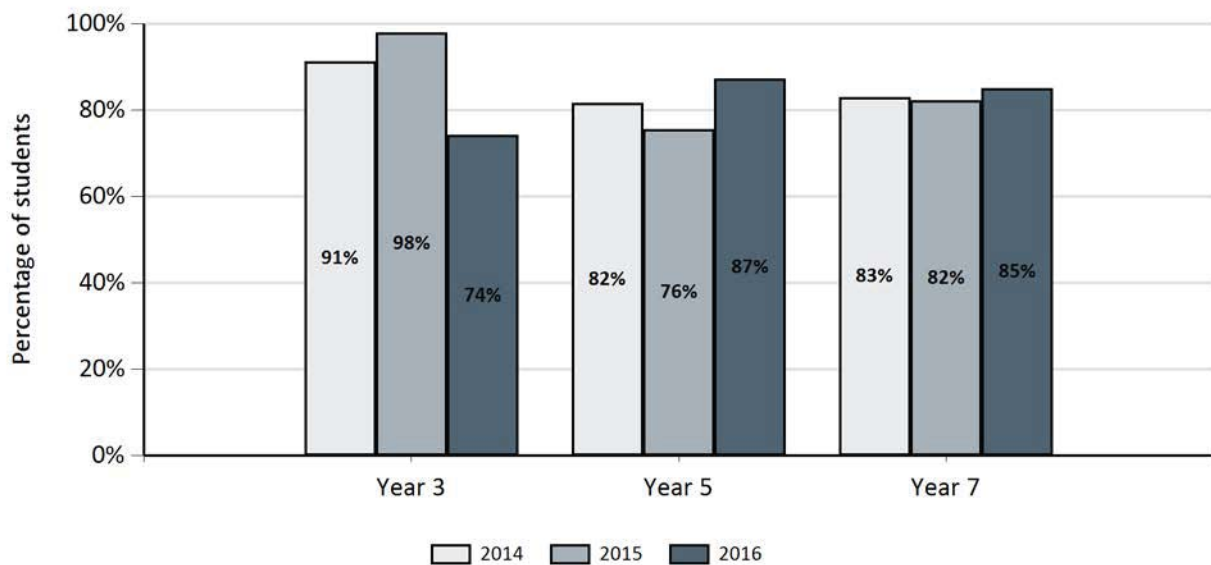
The local Partnership continued to strengthen and build relationships. Parents were involved in improving attendance for individual students.

Performance Summary

NAPLAN Proficiency

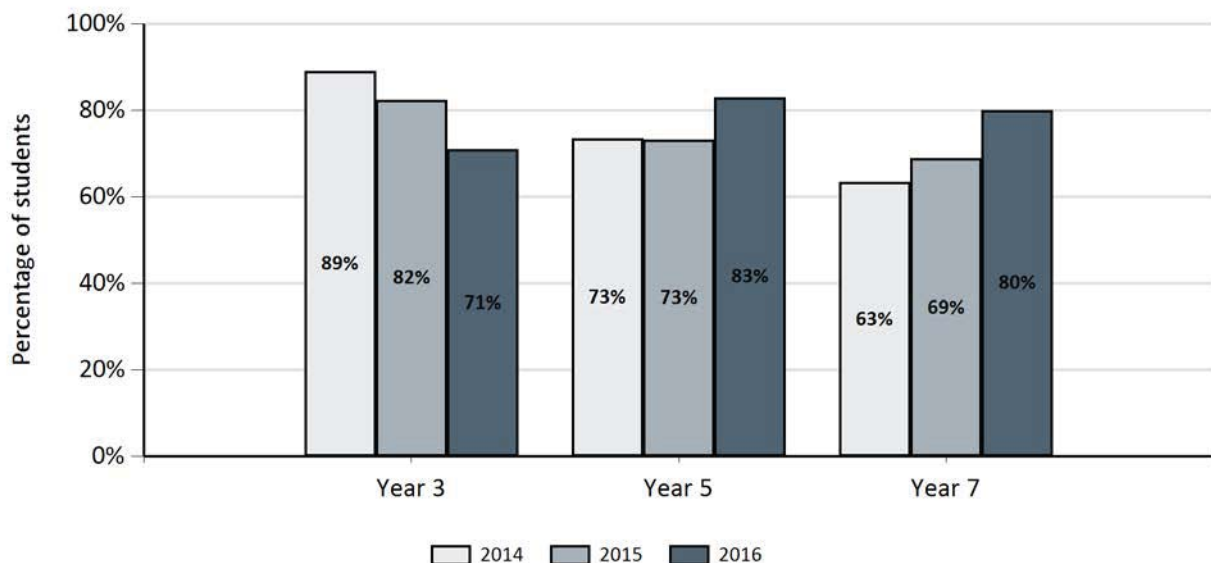
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	25%	29%	25%
Middle progress group	55%	47%	50%
Upper progress group	20%	24%	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	21%	27%	25%
Middle progress group	52%	70%	50%
Upper progress group	26%	3%	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	62	62	14	13	23%	21%
Year 3 2014-16 Average	53.0	53.0	21.3	15.7	40%	30%
Year 5 2016	47	47	15	9	32%	19%
Year 5 2014-16 Average	45.7	45.7	13.0	8.7	28%	19%
Year 7 2016	40	40	8	7	20%	18%
Year 7 2014-16 Average	42.0	42.0	9.7	6.3	23%	15%

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

In 2016 we continued to demonstrate improvement in the percentage of children achieving Standard of Education Achievement in year 5 and 7 in reading and numeracy in the NAPLAN assessments. The percentage of year 3 students achieving the SEA declined. This is consistent with the previous running record data for this cohort of children in year 1 and 2. We have continued to improve the percentage of children reaching SEA each year but are still lower than previous year 3 cohorts. At the end of this year we saw a significant increase in the percentages of year 3's that reached the year level SEA in the Pat R, Pat M tests and reaching school running record benchmarks.

Percentages of children achieving in the top 2 bands with the exception of the year 3's remained consistent with the 2014 to 2016 average and in year 5 and 7 had increased in the percentage of students achieving in the top two bands in reading.

The PAT M PAT R data has been analysed by staff and the Resource Centre attached to the website has been used to provide intervention and extension to students below and above SEA. The data was also analysed in terms of identifying areas of strengths and weakness and then triangulated with NAPLAN and A to E grades.

Distribution of A to E grades across year levels has been collated and will be used as a conversation starter about patterns in the data, tasks and moderation in 2017.

All students are tracked and monitored against the year level SEA. Our data for our students on ILP's, IEP's, NEP's, EALD scales and Early intervention all shows growth. All of the programs that support these students are successful. A year planner of what data is collected and when has been established. The use of data to inform practice has been embedded within the school culture.

Running record data is collected at week 6 of each term. This data is closely monitored, informs practice and is used to identify students at risk. Progress against school benchmarks is reported to Governing Council each term. Our running record data is still very strong equal to the state in year 1 and above the state in year 2 .

It was noted in the External Review Report that children had a good knowledge of what they had to do in order to improve. The children were able to reflect on their work and how they could improve, articulate how feedback helped them, and identify what teaching strategies had been most effective. As per the review directive we will continue to develop assessment tasks and establish success criteria that promote higher order thinking and increased levels of student achievement and intellectual stretch.

The final report from the External Review was extremely positive. The review panel acknowledged the professionalism of the staff and that high expectations for themselves and students was evident. Common language amongst the school community was observed and the school was able to provide documentation and evidence of an effective improvement agenda including the monitoring and review process. The school was acknowledged as tracking extremely well.

Attendance

Year level	2014	2015	2016
Reception	93.3%	92.5%	92.5%
Year 01	92.6%	93.2%	90.7%
Year 02	90.5%	94.1%	94.1%
Year 03	92.2%	92.3%	92.4%
Year 04	91.7%	91.3%	90.4%
Year 05	89.8%	92.0%	92.4%
Year 06	92.5%	88.6%	92.6%
Year 07	90.7%	93.1%	89.7%
Primary Other		100.0%	
Total	91.6%	92.2%	91.9%

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

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

Attendance Comment

We have continued to work closely with the Attendance Counsellor to monitor student attendance and put into place strategies that are pro active and supportive for students and their families to ensure regular attendance. We have continued to have a small number of students who are chronic non attenders in 2016. We have worked with these families and have put in a variety of strategies to support them. Absences are followed up as specified in our policy. Implementation of letters home each term requesting explanations of excessive absences has resulted in decreased unexplained absences.

Behaviour Management Comment

In general behavior is quite good in the yard and in class at Salisbury Heights Primary. Each term the recorded incidents of bullying were reported to the Governing Council along with our other behavior statistics. There was a total of 2 incidents of bullying for the year. In term 1 there were no incidents of bullying, term 2 there was 1 incident of cyber bullying and one account of verbal or written bullying, there were no incidents of bullying in term 3 and 4. All incidents of bullying are followed up. Yard plans are developed by the School Counsellor for consistent offenders in the yard. Positive yard plans are also implemented for students at risk and these have been highly successful.

Client Opinion Summary

Staff, parent and student perception surveys were analysed by staff under the following headings. Highest rating, lowest rating, things to celebrate and issues to address. Collated information is available from the school. Issues to address will be included in our 2017 SIP. The External Review Panel made comment on the positive culture of the school and the staff, students and parents ability to articulate the school priorities.

This year we emailed the parent opinion survey to all families and we had 76 responses the highest number we have had. The data is very positive and consistent with previous years with most responses being agree or strongly agree. There is a high degree of satisfaction with the school with the highest rating being "teachers expect my child to do their best" and the lowest "the school takes parent's opinions seriously".

Staff satisfaction has remained extremely high which is very pleasing. The data has remained consistent with other years and is supported by the positive psychological health survey results. The highest rating was "teachers at this school treat students fairly & the school looks for ways to improve". The lowest rating was "the school works with parents to support student learning."

Overall the student satisfaction was very high as well. The data has remained consistent with other years. The highest rating was "my teachers expect me to do my best." The lowest rating was "student behaviour was well managed." There were a small number of responses that indicated they were concerned about bullying and swearing. We will address these issues in 2017.

The wellbeing and engagement survey and the MDI have provided further evidence that in general students are happy at school. We have also undertaken a survey across the Partnership around student dispositions and we will be using the information from this to develop powerful learners and growth mind sets.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	2.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	21	28.8%
Transfer to SA Govt School	50	68.5%
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

Our policy for volunteers and procedures to become a volunteer were reviewed and updated in 2016 to meet DECD requirements. The RAN training for volunteers was conducted in term 1 and 2. Sighting and recording of clearance information and or maintaining of records is done regularly. Procedures have been put into place to verify the identity of first time visiting DECD or other Agency workers. Provision has been made in the sign in book to verify their identity next to their name.

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	36
Post Graduate Qualifications	2

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	0.0	21.3	0.0	8.2
Persons	0	25	0	12

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

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	10300
Parent Contributions	111819
Fund Raising	8824.95
Other	

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	Social skills program, positive yard plans. Yard support for some students. Supporting families re attendance.	Improved attendance and engagement for some
	Improved Outcomes for Students with an Additional Language or Dialect	Supporting staff to effectively moderate writing tasks. Provide explicit support for students in areas identified from the analysis of writing tasks to reach SEA.	Improved scale scores
	Improved Outcomes for Students with Disabilities	Reading Intervention Program, in class support for students with NEP's, yard support for some NEP students and social skill sessions for some of our autistic students.	Highly successful programs with students meeting NEP goals.
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	Students with Learning Difficulties below SEA were supported by staff through intervention programs.	Many of the Students reaching SEA
Program Funding for all Students	Australian Curriculum	T&D for staff in line with the SIP in Literacy, Natural Maths and Stem.	Improved engagement and achievement evidenced by results and surveys.
	Aboriginal Languages Programs Initiatives	3 students were targeted for reading intervention.	All 3 students have now met the SEA
	Better Schools Funding	Reading Intervention program targeted at year 1	A large % of students reaching SEA
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Implementation of positive yard plans, provide support for the implementation of the CPC develop leadership and student voice. Work with families to support engagement, attendance and learning.	Very positive impact particularly on children in the yard.