



# Salisbury Heights Primary School 2017 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:**

## School Context and Highlights

Salisbury Heights Primary is located 20kms from the Adelaide CBD. While we had been experiencing declining numbers over a number of years in 2017 we started the year with 405 students R-7 resulting in an additional class. In 2018 we will be starting with 70 Reception students and 438 students in total and adding another class.

Over the past couple of years we have experienced changing demographics with an increase in ATSI and EALD students and a greater number of transient families.

The student vulnerabilities in our 2017 demographics included:

13 Aboriginal Torres Strait Islander students (ATSI) 3.2% of total students  
38 Students with Disabilities students (SWD) 9.4%  
93 School Card students 23%  
73 English as an Additional Language or Dialect students (EALD) 18%  
3 Students under Guardianship of the Minister 0.74%

As part of our Annual site review staff analysed our demographic data and the impact these vulnerabilities have on teaching and learning programs.

The Leadership Team consists of the Principal, Deputy Principal, Student Well Being Leader and a B1 Leader in ICT.

Highlights include our usual Annual Events such as Sports Day, Charities Day, Book Week Parade, Athon, Christmas Concert, Choir at the Entertainment Centre, Dance Fit Performance and the Year 7 Graduation. The Grounds redevelopment has been a significant highlight for 2017.

## Governing Council Report

I ended last year's report by saying I was looking forward to an exciting and productive 2017 and I haven't been disappointed. This year has seen the hard work and planning of previous years come to fruition, with the grounds development almost finished, council upgrading surrounding infrastructure and the canteen beginning to show viability.

Our grounds development is almost complete and looks amazing. The nature play area and shelters are a wonderful addition to our school, enjoyed and welcomed by the children, parents and staff. The Kick wall will be completed next year and with new asphalt and games area coming the school will be looking outstanding.

The local council has begun some upgrades governing council has been asking for in recent years. There is now a footpath on Dwyer court making it safer and easier for students and parents to walk to the school. Plans are being discussed with council to help with traffic management at the front of the school.

Our canteen has begun to turn things around and is becoming profitable. Having fresh food, exciting specials and forward thinking have started showing its rewards. I would personally like to thank Mandie Grobler, Catherine Cerny and Lynette Keen for their dedication in bringing the school community the food they need and want. I would also like to thank Terry Minos for his assistance in guiding the canteen and keeping the governing council informed of its direction. The feedback from the school community with regards to the changes has been positive and therefore canteen will continue to be a valuable part of our school.

Once again the fundraising events for the school exceeded expectations. I'd like to thank the school community and extended community for supporting the SHPS in doing this. Fundraising is obviously an important part for our school and something the children love to be a part of and we couldn't do it without the help and support of our community.

Our volunteers are the silent heroes in making our school the success it is. Many of our events would not be able to proceed without the help of these people. I would to thank each and every one of you for all you do from the weekly banking, to going on class excursions and helping with events. Every minute you give is precious and very much appreciated.

Lastly on behalf of the Governing Council I would like to thank Ms Hilary Brooks, Mang-Chanh Phu and Aun Hock Leow for your years of service and we wish you well.

Sarah Dolman

## Improvement Planning and Outcomes

Review and improvement is a continual process within each classroom and across the whole school. We use multiple measures to ensure we have a holistic picture of our school's effectiveness. This includes:

- \* Demographic Data: who makes up our community and what are the implications for teaching and learning.
- \* Perception Data: analysis of staff, student and parent surveys, and the Student Wellbeing and Engagement survey. Teachers also seek feedback from their students to ensure their explanations and learning activities hit the mark.
- Learner Achievement Data: range of data sets including running records, PAT R PAT M and NAPLAN
- Process Data: enables us to evaluate and improve our communication, structures and processes

Performance development, staff meeting and pupil free days are devoted to improving our practices to achieve our SIP targets and making sure we are all on the same page. We seek to provide our students with common language and approaches as they move from year level to the next phase of their learning.

In 2017 our improvement work has been guided by the directions provided in the External School Review report.

1. Continue to embrace technology and the application of STEM as the catalyst for engaging students in powerful learning.

We have intentionally planned learning experiences so that students have had the opportunity to work together to creatively solve problems and to see the connection of their learning to the real world. We have had conversations with students to ascertain how well they can articulate how to improve. The results in the NAPLAN and PAT tests indicate that most students can identify and apply strategies to solve problems in mathematics, and some students, to a high level.

The Year 6 / 7 Student Wellbeing and Engagement survey in 2016 suggested that our focus on growth mindset was having a positive impact as 19% of students reported low perseverance compared with 26% across SA. Engagement in learning is still a challenge for us and we plan improving our STEM pedagogy providing greater relevance and voice in inquiry based learning.

2. Extend the collegial conversations across the site to develop assessment tasks and success criteria that promote higher-order thinking and increased levels of student achievement and intellectual stretch.

Through professional learning in staff meetings and our DECD Partnership, teachers are designing and critiquing tasks to ensure they enable students to demonstrate higher level skills and thinking. We have conducted random but regular audits in classrooms to see if students have been able to talk about the success criteria and what is expected by their teacher. We will continue our work to reach an agreed definition of what we understand by the term intellectual stretch.

3. Improve the effectiveness of moderation processes across Reception to Year 7 using the A-E standards.

Since the ESR, we have continued to use the Australian Curriculum Achievement Standards as a data set to drive improvement. During 2017 we have changed our approach to this significantly. At the end of each semester we have continued to summarise the A-E allocation of grades across learning areas, and have begun to check to see if this data points towards possible inconsistencies in the way we grade, or design the learning tasks. We have spent many staff and Partnership meetings with teachers providing samples of students work and discussing the grading. We track students' achievement using all of our data sets as the more access to information teachers have about a students strengths and gaps, the more targeted the instruction. We will continue to work on achieving quality learning design and consistent grading in 2018.

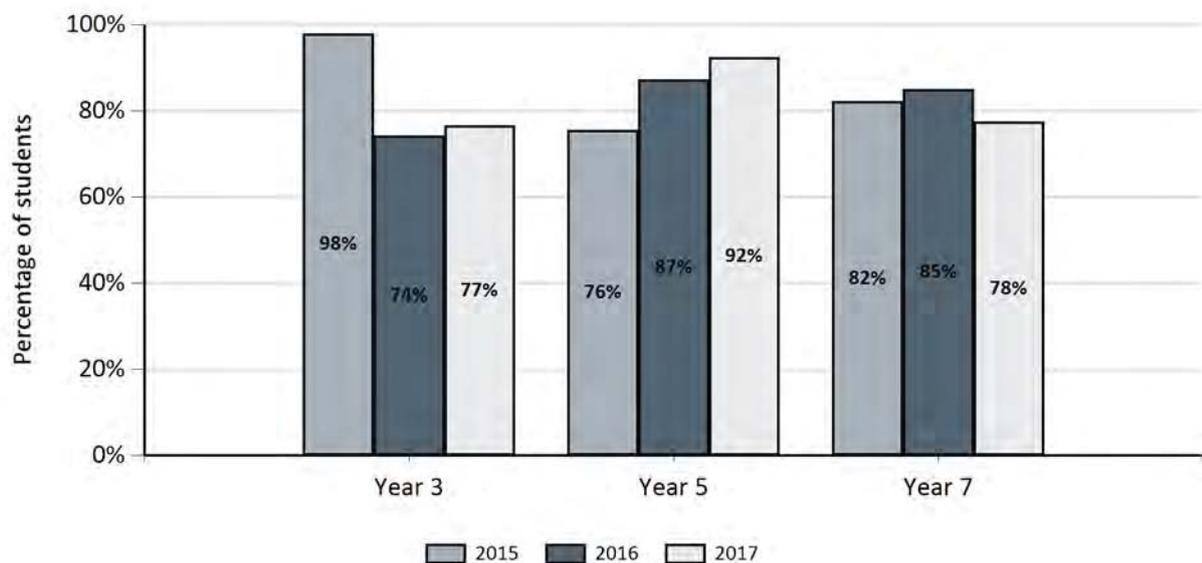


## Performance Summary

### 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.

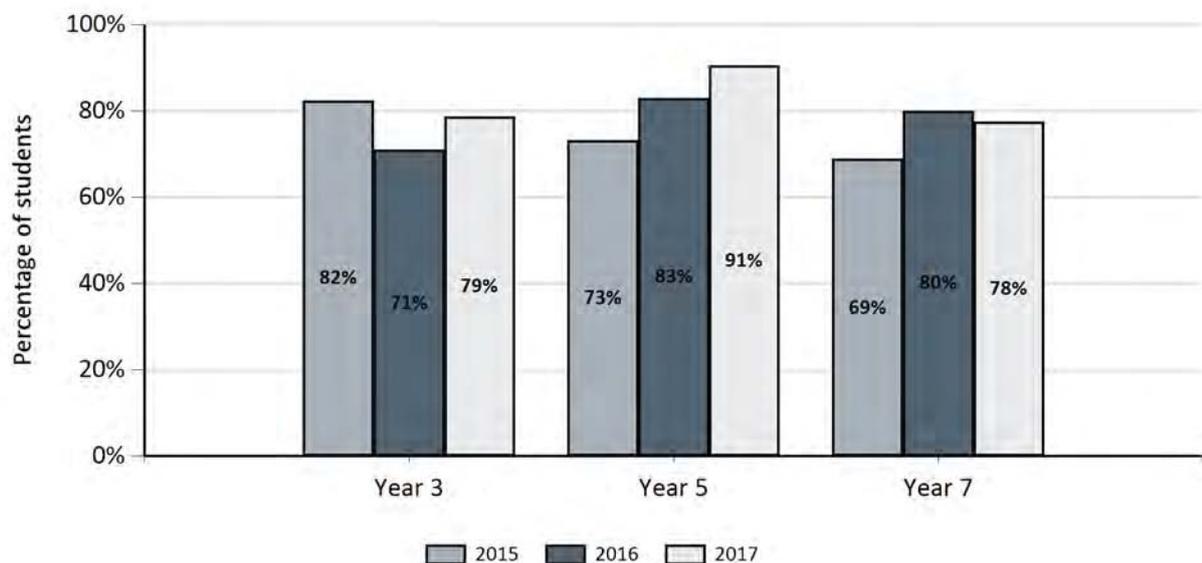
#### Reading



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 5-7	Year 3-5	State (average)
Upper progress group	21%	30%	25%
Middle progress group	56%	58%	50%
Lower progress group	24%	12%	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	28%	12%	25%
Middle progress group	48%	68%	50%
Lower progress group	24%	21%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	47	47	21	14	45%	30%
Year 3 2015-17 Average	53.3	53.3	20.0	14.0	38%	26%
Year 5 2017	53	53	18	10	34%	19%
Year 5 2015-17 Average	47.0	47.0	15.7	9.3	33%	20%
Year 7 2017	40	40	5	7	13%	18%
Year 7 2015-17 Average	41.7	41.7	7.7	7.3	18%	18%

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

<sup>^</sup>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

We use a range of data sets to analyse and make conclusions about our annual performance. These data sets include Running Records for Years 1 and 2, NAPLAN in reading and writing for Years 3, 5 and 7, PAT tests for years 2 to 7 in Reading and Numeracy and teachers reporting twice a year against the Australian Curriculum Achievement Standards.

In 2017 62% of Year 1 and 88% of Year 2 students have achieved the DECD standards in reading. This result represents a decline in Year 1 and a consistent high level the same as 2016 in Year 2's.

In 2017 we are particularly proud of our achievement in Year 5 as evidenced by the NAPLAN results outlined above. We have seen a three year upward trend in achievement. Between 2015 the results in reading have increased from 76% of students meeting the DECD Standard of Educational Achievement (SEA) to 92% in 2017, and from 73% to 91% in Numeracy. As this is a trend of three different cohorts of students, it indicates that our practices are having a very positive impact in this section of the school. It shows that students are responding well to problem solving and multiple-step problems during their maths lessons, and have applied this learning to the NAPLAN test. In both Reading and Numeracy, the year 5 students achieved above the results of students with similar characteristics.

In most other aspects of the NAPLAN test we have seen little or no improvement against our historic average (calculated on the results from 2008 to 2012 inclusive). While this is the case, 3/4 of all our students are meeting the SEA. Our most disappointing result relates to Year 3 reading in which 77% of students met the SEA, which was the only aspect of the NAPLAN test that was in decline. Conversely, 44.7% of this group of students achieved in the higher proficiency bands in reading, and 30% in Numeracy. This data indicates there is a wide range of learning needs within the current Year 3 cohort, with a group requiring targeted intervention to develop, retain and apply basic skills, and a large group, needing to be stretched and challenged with higher order complexity. As they progress through our school we will make sure we track their growth closely to ensure we retain the group in the higher proficiency bands, while helping the students who are struggling to grasp these skills.

The achievement data in the higher proficiency bands outlined above demonstrates we are still better at stretching our students in reading in most year levels, compared with Numeracy, except in the Year 7 NAPLAN. As a staff we study the NAPLAN and PAT tests to see what skills the tests aim to measure, and how the questions are designed and framed to illicit students' responses.

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, by whom and when is a well established expectation in our school. The use of data to inform practice has been embedded within the school culture.

## Attendance

Year level	2014	2015	2016	2017
Reception	93.3%	92.5%	92.5%	93.4%
Year 1	92.6%	93.2%	90.7%	93.5%
Year 2	90.5%	94.1%	94.1%	92.9%
Year 3	92.2%	92.3%	92.4%	93.5%
Year 4	91.7%	91.3%	90.4%	92.9%
Year 5	89.8%	92.0%	92.4%	92.0%
Year 6	92.5%	88.6%	92.6%	92.6%
Year 7	90.7%	93.1%	89.7%	93.2%
Primary Other		100.0%		97.5%
Total	91.6%	92.2%	91.9%	93.0%

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

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

## Attendance Comment

We have had a significant improvement in explained absences due to staff being more diligent in following up student absences. We still have a some students with an unacceptable number of explained absences. These families have been sent a letter informing them of the number of absences they have had and that we will be monitoring them more closely in 2018. Some families will be referred to the Attendance Counsellor and we will develop attendance plans for students we are concerned about.

## 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 behaviour statistics. All incidents of bullying are followed up. All classes participate in sessions on cyber bullying and responsible use of the Internet. The Child Protection Curriculum is implemented in all classrooms.

Yard plans are developed by the Student Well Being Leader 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 2018 SIP.

All parents were invited to participate in the parent opinion survey in a variety of ways including hard copy and the link to access the survey on line. All people did the on line survey. Again we had a high number of responses with 99 starting the survey and 72 completing it. This was another terrific response from our families.

The data was very positive again 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 in the parent survey being "the school is well maintained" 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 "I receive useful feedback about my work at school "

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 at my school. "

Through our analysis we have identified issues and concerns for staff, students and parents and will address these in 2018.

The Wellbeing and Engagement survey and the TfEL compass survey have provided further evidence that in general students are happy at school. We saw slight improvements in Perseverance and Engagement and an increase in the percentage of students that showed Growth Mindsets.

Three schools in the Partnership completed the TfEL compass survey again so we can monitor if our work in Maths has resulted in any growth in students level of engagement, learning outcomes and what strategies are most helpful to support them in their learning.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	2.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	14.7%
Transfer to SA Govt School	56	82.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

Our policy for volunteers and procedures to become a volunteer were reviewed and updated in 2017 to meet DECD requirements. The RAN training for volunteers was conducted in term 1. 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	42
Post Graduate Qualifications	4

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	0.0	20.9	0.0	8.3
Persons	0	24	0	12

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

## Financial Statement

Funding Source	Amount
Grants: State	\$25000
Grants: Commonwealth	\$42881.63
Parent Contributions	\$133936.90
Fund Raising	\$8614.08
Other	

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	Social skills program, positive yard plans. Yard support for some students. Supporting families re attendance.	Improved yard behaviour, explained absences and engagement for most students.
	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	2 students were targeted for reading intervention.	1 student has now met the SEA and the other student left the school.
	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.