

Prospect North Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Prospect North Primary School Number: 570

Partnership: Adelaide - Prospect

Name of School Principal:

Marg Clark

Name of Governing Council Chair:

Peter Natrass

Date of Endorsement:

6/3/17

School Context and Highlights

Prospect North is a category 3 Reception to Year 7 site, situated in the inner northern metropolitan suburb of Prospect, and is just 6 kilometres from the Adelaide GPO. Due to the increase in house prices and the school's location close to the city, housing in Prospect, Blair Athol and Kilburn, which was once relatively low cost, has become more desirable and expensive. This has seen many new families with young children move into the area, as they purchase properties. Many of our families and particularly those newly arriving from overseas, live in units and rental properties, which are readily available in our local suburbs. Currently, there are 286 students R-7 serving 210 families. Our site has approximately 31% school card holders, 4% students with disabilities, 6% aboriginal students identified on school records and 60% students identify with a non-English speaking culture. The school has 12 classes.

There is a strong focus on student wellbeing and engagement and school values are promoted along with the Play is the Way program and other social learning programs to develop students' confidence, persistence, organisation and ability to get along with others. The Senior Leader in Engagement & Wellbeing works pro actively with staff, students and parents to individually support students, teachers, families and/or classes in ensuring wellbeing for all. Through the AITSL Learning Frontiers project staff have worked together to develop strategies and ways of fostering a 'growth mindset' disposition in students to improve engagement in learning and relationships. Student wellbeing is monitored closely and where identified, additional support is provided through school or external resources

2016 has been a year of change as we said goodbye to our long standing Principal Julie Hopkinson and welcomed firstly Michael Hosking as acting Principal for 6 months and then the long term appointment of Marg Clark to the Principals role. During the year we have done some major works to redevelop our learning spaces to accommodate the needs of 21C learners and our growing enrolments.

The year had many highlights. After much consultation with the community we introduced Spanish as our LOTE. In 2016 we had 6 classes trial Spanish and in 2017 it will be embedded across the school. We have continued to develop our understanding of personalised learning for students and what that looks like in a high tech environment, developing a strategy to implement STEM based projects.

Governing Council Report

What a big year at PNPS! We once again had an enthusiastic group of parents involved in the Governing Council, invested in making decisions for the future of your school.

The Governing Council started the year led by our acting principal, Michael Hosking. As student numbers continued to grow, we agreed to construct a multi-media room for visual arts program and progressively implement a nature play master plan for our grounds.

In the lead-up to Reconciliation Week in May, Governing Council and indigenous families initiated site preparation works for Stage 1 of the grounds redevelopment. Following an event filled Reconciliation Day, that included kangaroo tails cooked in our new fire pit as the rain poured down, construction works continued through the year on our nature playground. The school community were certainly eager for project completion and we look forward to an opening ceremony and many years of fun and new play experiences.

The Building Communities committee hosted a movie night with popcorn and hot chocolate was thoroughly enjoyed by all who attended. The Governing Council fired up the BBQs on several occasions to raise funds for the grounds re-development. More events are planned for 2017, to bring our school community together to strengthen connections, build understanding and foster friendships.

We were thrilled to have Marg Clarke come to our school in the middle of the year. What a busy 6 months it was for her and her staff! We are excited that 2017 will start with Marg leading our school and know that she will be a positive leader for our school community.

Finally, a huge thank you must go out to our exceptional team of teachers and support staff. Forever calm when the storm is raging around you, thank you for your enthusiasm, professionalism and passion for education.

Improvement Planning and Outcomes

The 2016 Site Improvement Plan saw us focusing on 'Developing Powerful Learners' and Improving Literacy and Numeracy attainment. The Developing Powerful Learners strategy saw us concentrating on student engagement (Learning Frontiers) and transforming tasks (TfEL pilot program). Both of these strategies helped develop student voice as our students helped teachers redesign learning to better suit their needs. The TfEL project undertook to have students as partners in the planning, implementation and reflection on units of work to better engage their peers. This opportunity saw many of our students networking with other students in our partnership to discuss the learning strategies that work. The transforming tasks work was published to the DECD website to encourage other schools to move their practice forward.

Learning Frontiers is a long standing network that our school has been involved with. This network allows us to work with other schools across SA to share best practices and develop student voice in learning. This year we looked at students monitoring their own engagement levels and how they could re engage with a task during lesson time. With our ongoing focus on Growth Mindset, we have found that in 2016 students have been far more engaged with tasks and able to overcome initial hesitations.

Literacy Improvement

1. In line with our recommendations for 2016 at the start of the year a staff meeting was dedicated to modifying our Intervention and Support agreements. Teachers were engaged in a process to review and investigate best practice in the area of intervention and support. Staff worked in teams to look at recent research including the Grattan Report and discuss how we are intervening to gain greater achievement for all and what has the greatest impact?
2. We have compiled the comments and developed a whole school belief statement and agreement to help ensure consistency of approach across all classes.
3. The Senior Leader Learning Support has worked with the Leadership Team and the Literacy and Numeracy Committee to review and update the EALD Writing Agreement in line with current developments in pedagogy.
4. A provision of time is set aside during the first two days of Term 1 for teachers to discuss students, analyse data and start the process of establish ILP's for students.
5. To further develop our early intervention strategy the Minilit intervention program was implemented for 45 minutes, three days a week. After some initial testing of students we had a total of 20, Year 1 & 2 students participating in the small group targeted learning opportunity.

Numeracy Improvement

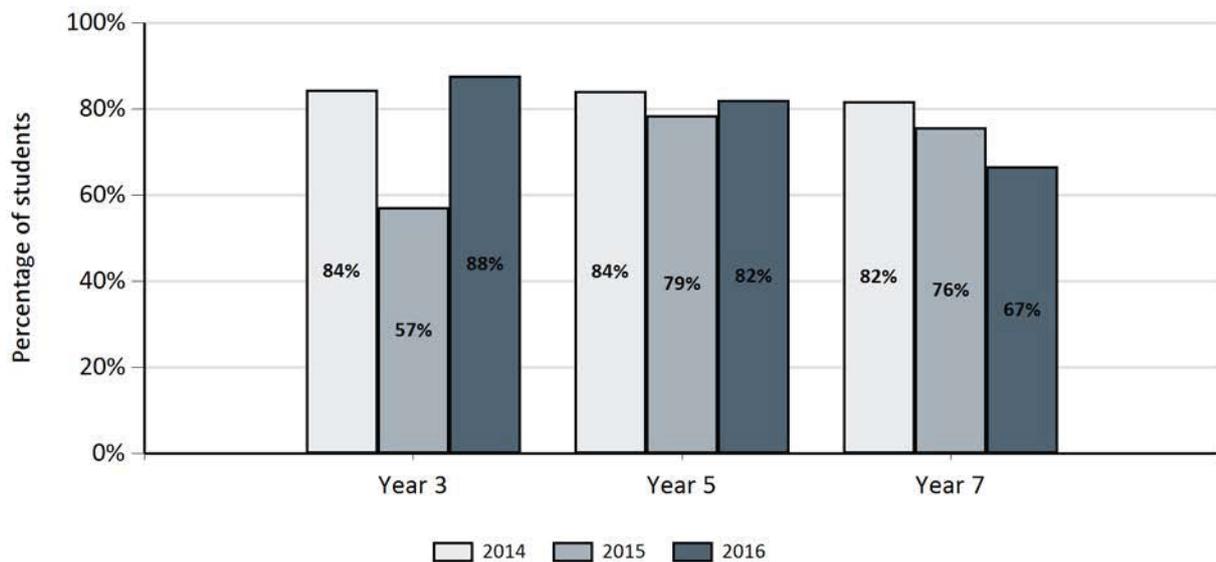
1. In line with recommendation for 2016 in maths a formal analyse of achievement data in maths (PAT M) was scheduled during staff meetings.
2. To further refine our consistency of practice in maths a group of 5 teachers participated in a district driven professional development initiative to work with Lisa Jane O'Conner and develop a scope and sequence of what students need to know at each level.
3. Teacher have also worked in teams and across the partnership to moderate work samples in mathematics.
4. Two SSOs were trained in TooSmart maths and will begin trialling the program with students during 2017.

Performance Summary

NAPLAN Proficiency

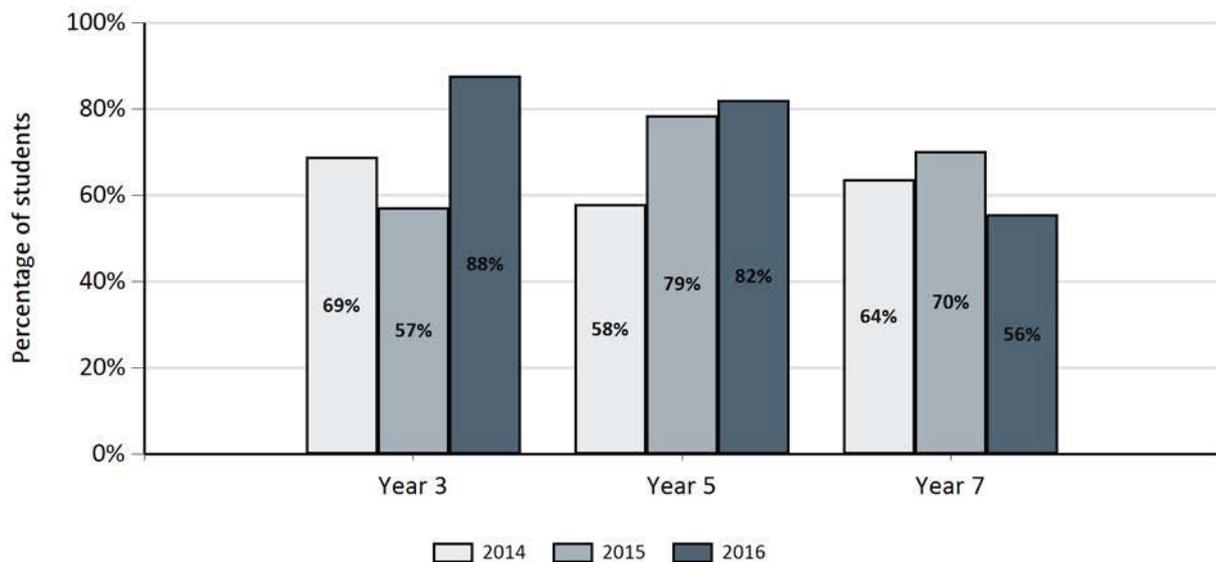
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	26%	29%	25%
Middle progress group	44%	43%	50%
Upper progress group	29%	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	18%	29%	25%
Middle progress group	53%	36%	50%
Upper progress group	29%	36%	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	41	41	19	15	46%	37%
Year 3 2014-16 Average	40.3	40.3	16.0	11.3	40%	28%
Year 5 2016	39	39	12	8	31%	21%
Year 5 2014-16 Average	28.7	28.7	9.0	4.7	31%	16%
Year 7 2016	18	18	3	4	17%	22%
Year 7 2014-16 Average	25.7	25.7	4.0	5.0	16%	19%

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

Our NAPLAN data in 2016 has shown growth across our year 3 cohort. Our literacy results are pleasingly on the rise which is reflective of the explicit classroom strategies and intervention strategies put in place over the past couple of years. Each child from reception is closely monitored and receives individual attention through classroom based intervention programs to ensure students make our year 1 and 2 running records at benchmark. For those students not reaching benchmark we have targeted SSO run intervention programs that are short term and highly effective. Our year 3 growth in Numeracy again is very pleasing, this cohort of students have been high performing with 50% of them achieving in the higher bands of NAPLAN. Our staff have undergone training with Ann Baker Natural Maths and have established a numeracy cycle into each lesson.

Our year 5 data also has been on the improve with 82% of our students reaching the DECD SEA target in Reading and 83% reaching the DECD SEA in mathematics. This shows pleasing results and an upward trend in our data patterns.

Our year 7 reading data shows a decrease in attainment at that level. This pattern has been apparent over the last 3 years. For 2017 we will be looking at our continuing intervention programs for students who are struggling to improve their reading levels in the higher year levels and ensuring that students continue to receive explicit teaching of reading when needed. Our year 7 numeracy attainment was also low, some of this % data is amplified because of the very small cohort (17 students) that graduated last year.

Our NAPLAN progression data shows that approx 74% of our students have average to high progression between NAPLAN tests over a 2 year period. This has shifted positively over the past few years.

Students achieving in the higher bands of NAPLAN are high at the year 3 level, and like the state trend, we do not retain those students in the higher bands as they progress through the school. This will be a planning point for us in 2017 to ensure that students at year 3 are tightly monitored to ensure progression each year to retain that high band status.

Our Running Record data which looks at reading benchmarks for our students in year 1 and 2 shows a fairly steady pattern of students reaching benchmark, with a slight decrease at year 2. These students who do not meet the standard are identified for intensive support through our intervention programs.

Overall we are seeing some good indications of steady improvement especially in the area of numeracy where a focus has been on training and development across the partnership to equip teachers to teach mathematics over the past couple of years.

Attendance

Year level	2014	2015	2016
Reception	94.6%	92.4%	92.1%
Year 01	92.4%	92.2%	90.8%
Year 02	92.0%	92.7%	93.5%
Year 03	92.0%	91.0%	93.9%
Year 04	93.5%	93.6%	90.3%
Year 05	91.0%	96.0%	94.4%
Year 06	89.4%	92.5%	93.7%
Year 07	89.9%	93.8%	93.4%
Total	92.0%	93.0%	92.7%

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

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

Attendance Comment

The school manages non attendance according to our policy. Families are contacted when their child is absent and asked to provide a reason for absence, firstly by the classroom teacher and if issues persist they are followed up by our Counselor. Chronic non attendance is still tackled daily at school as well as engaging with the DECD district support staff to meet with families to put strategies in place to help them get their children to school. Our counselor will follow up through letters home and home visits to the homes of students who are chronic non attenders.

Behaviour Management Comment

2016 saw a spike in our incidents related to violent behavior. With a change of Principal twice during the year student behavior incidents rose in response to this. During semester 2 of 2016 we changed the way we entered data onto EDSAS to ensure that all reports of behavior were recorded, this led to an increased number entered onto the system that otherwise historically were not. I would therefore expect this upward trend to level out and begin to fall as new behavior policies are instigated. We are running anti bullying campaigns across the school and have instigated peer mediators to help students find help to resolve issues.

Client Opinion Summary

Our client opinion surveys for 2016 show high levels of client satisfaction. Our student survey showed that students reported feeling safe at school and had teachers who expected them to do their best. Our students could see that the school looks for ways to improve and this comes through strongly by the inclusion of students in our improvement journey. The students also were also positive about Teachers motivating them to learn and giving them opportunities to be involved in interesting things. Our ratings were between 3 1/2 and 4 1/2 on a five point scale.

Our parent opinion survey showed that parents had high levels of satisfaction with the school. Highest were in reaction to "I can talk to my child's teacher about my concerns", "My child likes being at this school", "My child feels safe at this school, "The school looks for ways to improve". They were also positive about Teachers having high expectations and teachers providing students with useful feedback. Overall the ratings from parents ranged from 3.8-4.8 on a five point scale.

Our staff survey showed high levels of satisfaction ranging from 3.9-4.9 on a five point scale. Staff were very positive about the "school looks for ways to improve", "teachers at this school expect students to do their best", "students at this school can talk to their teachers about issues", and "teachers at this school treat students fairly".

Overall our opinion surveys were very positive and let us open dialogue with our community to help continue our improvement journey.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	11	12.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	16	18.4%
Transfer to SA Govt School	59	67.8%
Unknown	1	1.1%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All volunteers at our site need to undergo the DECD required criminal history screening through DCSI. They also undergo a school based or online RAN course before working with our students.

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	30
Post Graduate Qualifications	8

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	17.5	0.5	6.8
Persons	0	19	1	9

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

Financial Statement

Funding Source	Amount
Grants: State	\$3,056,188.70
Grants: Commonwealth	\$16,342.00
Parent Contributions	\$99,555.01
Fund Raising	\$5536.40
Other	\$25,748.19

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	This funding was used to help fund our school counselor position and put in place some intervention programs around self regulation for students.	Behaviour outcomes were targeted towards keeping students in class.
	Improved Outcomes for Students with an Additional Language or Dialect	Our EALD funding goes into SSO intervention programs and the AP role which tracks and monitors each student's progress.	Our EALD students perform well in NAPLAN as they go from 3-7
	Improved Outcomes for Students with Disabilities	Our SWD money directly supports students through intervention programs or SSO support in class.	NEP documents track progress of these students.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	We have targeted funding to our aboriginal students to ensure they are part of intervention programs and individual tutoring where needed. Our ACEO works with the community to improve outcomes for aboriginal students.	ILP documents were established to track every student on an intervention program.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Students with learning difficulties money was used for intervention with students who do not have an NEP but require more support.	SEA reading outcomes show improvement at 3 and 5
	Australian Curriculum	Australian Curriculum funding was used this year to provide staff with opportunities to learn and implement the Digital technologies curriculum.	
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Better Schools funding went to supporting the implementation of Quicksmart maths intervention program.	SEA reading outcomes show improvement at 3 and 5
	Specialist School Reporting (as required)		
Other Discretionary Funding	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Our Primary school counsellor funding goes directly to salary for our counsellor to implement positive programs as well as intervention case management for families.	MDI data will be used 2016 as a baseline for the future