



Playford Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Playford Primary School Number: 1879

Partnership: Uleybury

Name of School Principal:

Dean Clark

Name of Governing Council Chair:

LauraLee Mason

Date of Endorsement:

School Context and Highlights

Playford Primary School is a large public school education site, set in the northern suburbs of Adelaide. It is located 27 kilometres from Adelaide CBD. Playford Primary School was opened on 23rd January 1997 and is a shared Campus with Catherine McAuley School.

Playford Primary School has an enrolment of 744 (August census 2016). The school has an ICSEA score of 972 and is classified as Category 5 on the DECD Index of Disadvantage. The school population includes 21 (3%) Aboriginal Students, 91 (12%) students with Disabilities, 69 (9%) students with English as an Additional Language or Dialect (EALD), and three students under the Guardianship of the Minister. There are 37% of families eligible for School Card assistance.

School Highlights included:

Year 7 students participated in an Aquatics Program for 2 days while the Year 6 students participated in the "City Impact" Leadership Program.

Years R – 5 students attended Swimming Lessons at the Aquadome for a week.

National Day of Action against Bullying and Violence was celebrated as part of Harmony Day.

Selected senior students participated in the Northern Music Festival Choir

District SAPSASA carnivals - over 100 students from Year 5 – 7 participated in Summer or Winter Carnivals.

Parent / Staff / Student Acquaintance Night in Week 3 of Term 1.

Smith Family provided a Learning Club for interested Primary School students on Wednesday Nights.

Staff and students supported the Campus St. Vincent De Paul Society Xmas Giving Tree with donations of gifts, food items and money from a casual day.

The following successful fundraising events were held; an Active-A-Thon, Casual Days each term, Mothers Day and Fathers Day stalls, Easter raffle, Entertainment Book sales and the Sports Day B-B-Q with \$14,794.04 being raised. Outdoor play equipment was purchased with the funds.

573 students completed the Premier's Reading Challenge.

A very successful Sports Day was conducted in Term 4.

Campus ANZAC and Remembrance Day Assemblies.

Musica Viva instrumental programs were continued and a Come Out performance presented as an incursion.

Reconciliation Week celebrated with lunchtime activities.

A Nature Play area constructed.

Student Commissioners were invited to the South Australian Nuclear Forum.

Volunteer Morning Tea held in Term 4 celebrating and appreciating all our volunteers.

Book Week celebrated with a parade and class activities.

National Literacy and Numeracy Week celebrated with parent and class activities.

Governing Council Report

The Governing Council met at least twice per term with a quorum being present at each meeting. In Term , 3 meetings were held as one was the AGM. The AGM was held on 1st March. All positions were filled with a membership of 16 members, plus two staff reps, a community rep, the Principal and a leadership member forming the Council.

Chairperson: Mrs. Laura Lee Mason Vice Chairperson: Mrs. Trudy Stone
Secretary: Mrs. Louise Johnson Treasurer: Mrs. Katrina Smith

The Governing Council also has 5 sub-committees; Fundraising, Grounds / Facilities, Finance, OSHC and Canteen. These sub-committees meet at least once per term and provide reports, items to consider and recommendations to the Governing Council. Depending on the sub-committee the membership can consist of Governing Council members, parents, Catherine McAuley school representatives, staff or student representatives.

Governing Council meeting had a guest speaker or a leader presenting updates around site priorities or relevant educational issues. Presentations included;

- Cyber safety, Bullying and Cossey Report
- Literacy
- Learning Technologies
- Numeracy
- Inquiry Based Learning

Major decisions Governing Council make are in relation to the Site Learning Plan, school policies, school budget approval and recommendations from sub-committees.

The 2015 Whole School External Review was presented.

Council supported an acknowledged special events such as World Teacher's Day and SS0 Week.

The 2017 AGM is scheduled for Tuesday 21st March.

Improvement Planning and Outcomes

Discussion was held at the 2015 Management review around the best use of the coordinator / leadership positions for 2016. The decision was made to have 2 Inquiry coordinators, 1 Numeracy coordinator and a Leading Change through Technology coordinator. This team, with support from leadership and a working party which included representatives across year levels, were responsible for organising and delivering training and development. 2016 Strategic Direction – Inquiry Pedagogy. PRIORITIES from Site Improvement Plan

1. Continue to develop inquiry pedagogy and implement specific strategies.
2. Develop thinking skills to create intellectual stretch
3. Use formative assessment to inform targeted teaching practices

OUTCOMES ACHIEVED - Powering up Inquiry was investigated through PLC's which were formed on interest base.

- The Inquiry Pedagogy Coordinator met with every staff member to develop a plan to support them with the use of inquiry pedagogy in their class
 - Inquiry concepts were revisited through professional learning time throughout the year
 - Staff considered a whole school agreement of choosing one Inquiry concept that could be covered by every class
 - Further exploration was undertaken on the use of visual thinking strategies and how they can be used
 - Visual representation of pedagogical approaches displays developed
 - Formative assessment professional learning on providing and gathering effective feedback provided
- 2016 Strategic Direction – Maths PRIORITIES from Site Improvement Plan - 1. Increase staff knowledge and skills in teaching the Mathematical proficiencies of fluency, understanding, problem solving and reasoning.

2. Strengthen pedagogical practices to empower students in Numeracy
3. Use data to inform teaching and monitor growth and progress of each student.
4. Increase community knowledge of how parents can support students' mathematics learning.

OUTCOMES ACHIEVED - PAT-M, NAPLAN and diagnostic testing was used to determine whole school trends and to inform teaching programmes in individual classrooms.

- A whole school expectations of the use of diagnostic assessment was developed and actioned.
 - Teachers planned learning opportunities using Transforming Tasks training.
 - Thinking and problem solving strategies were used to improve student practice
 - PLCs allowed staff to work collaboratively together to plan and develop units of work
 - Using class data to track student progress against ACARA targets began in Term 3 through PAT M and NAPLAN
- A decision was made to add Literacy to the Site Improvement plan and a Coordinator was appointed mid-year to facilitate site priorities

2016 Strategic Direction – Literacy - PRIORITIES from Site Improvement Plan

1. Fountas and Pinnell testing kits are used to support consistent testing of reading
2. Implement a consistent approach to teaching Spelling which includes the elements identified in 2015
3. Develop an assessment timeline for data collection R-7
4. Review Literacy Resources at Playford
5. Organise and implement an intervention approach

OUTCOMES ACHIEVED - All staff are currently using Fountas and Pinnell to test reading.

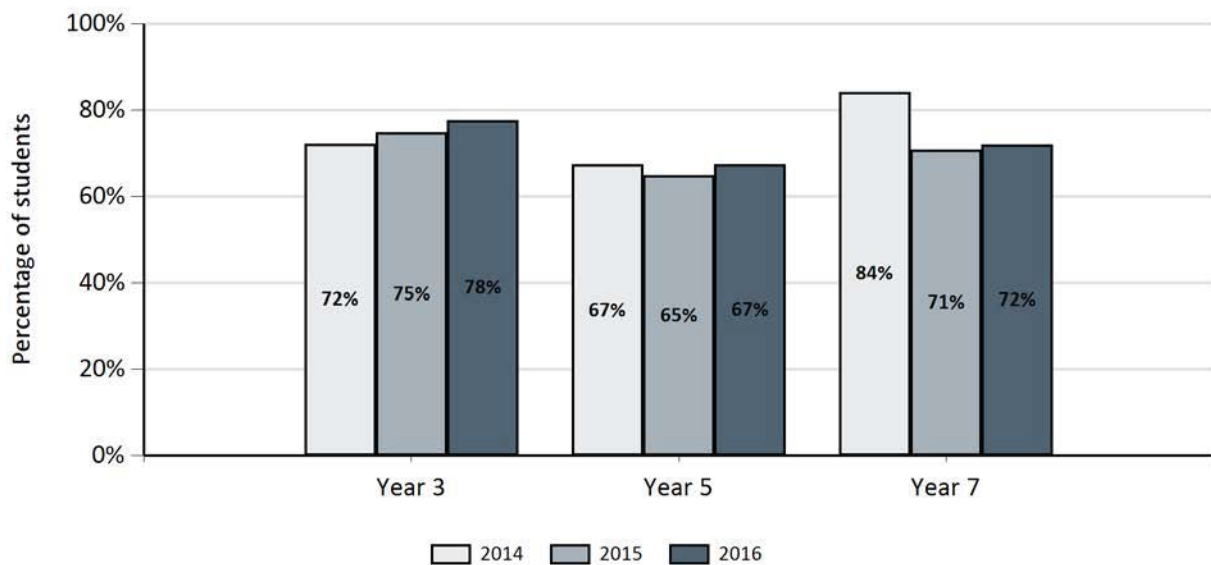
- Extra Fountas and Pinnell Kits have been catalogued and distributed to all units.
- Classroom programs and observations provided evidence of Spelling strategies used at Playford.
- Staff reviewed the Spelling assessments currently used and rated their effectiveness at identifying a starting point. The Spelling Inventory will now be used from Year 1 to Year 7.
- Staff participated in two staff meetings in Term 4 with a focus on Spelling. They reviewed and voted on assessments for Spelling and also reviewed elements of a whole school Spelling agreement. This has been drafted and will be ready for 2017.
- Previous PAT Spelling data has been analyse

Performance Summary

NAPLAN Proficiency

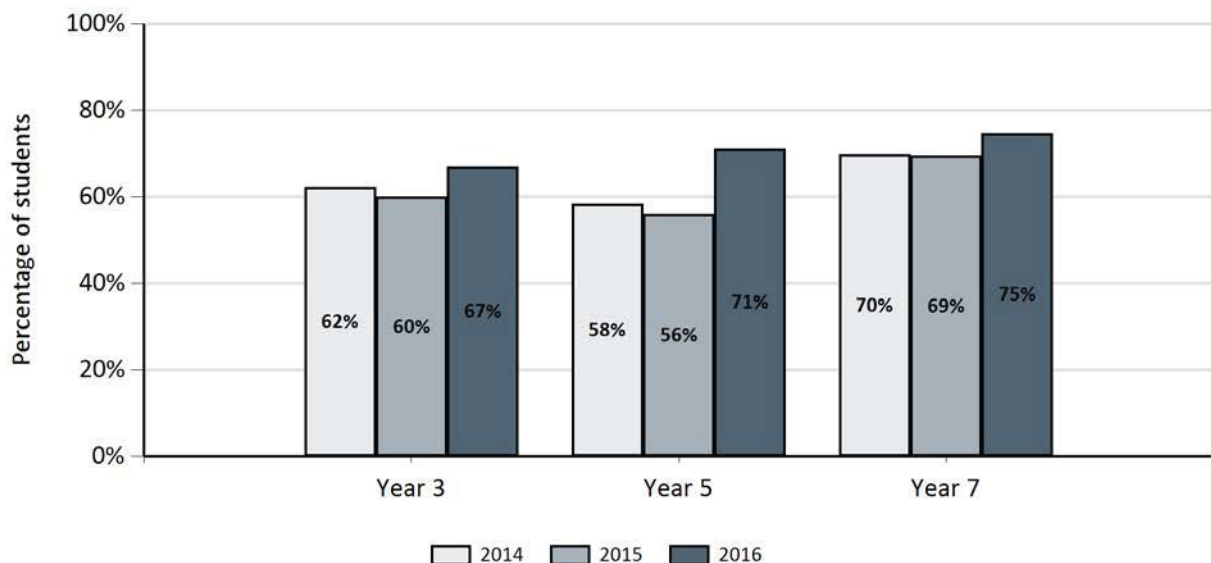
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	33%	28%	25%
Middle progress group	45%	52%	50%
Upper progress group	22%	20%	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	25%	26%	25%
Middle progress group	43%	59%	50%
Upper progress group	32%	15%	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	103	103	35	15	34%	15%
Year 3 2014-16 Average	102.7	102.7	28.3	13.7	28%	13%
Year 5 2016	83	83	15	12	18%	14%
Year 5 2014-16 Average	87.7	87.7	15.0	6.7	17%	8%
Year 7 2016	75	75	10	6	13%	8%
Year 7 2014-16 Average	74.3	74.3	12.7	8.7	17%	12%

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

2016 saw small increases in Reading results (as compared to 2015) across years 3,5 and 7 as measured by the number of students who met the DECD Standard of Educational Achievement (SEA). We have too many students in the lower progress group from years 3-5 but years 5-7 is better and is broadly in line with the state average.

It is pleasing to see that we have more year 3's in the upper bands for reading than the state average but more work needs to be done so that these figures hold through to year 5 and then year 7.

2016 also saw increases in Numeracy results (as compared to 2015) across years 3,5 and 7, with a particular highlight being a 15% increase at Year 5

Numeracy progress is at or above the state average across years 3,5 and 7 which again is pleasing.

Upper band numbers are broadly in line with state averages, but gain the numbers drop off from years 3 to 5 and then 7.

When comparing the average scores of Playford PS students compared to similar schools, our results are similar in 10 of the 15 domains and slightly below in the other 5.

It is clear that our data falls away at the levels of thinking become more difficult. To address the data, we have worked with the Uleybury Partnership schools to -

1. Develop and implement specific strategies to increase the number of students demonstrating achievement of the DECD Standard of Educational Achievement and (ii) achieving and being in the higher bands in both Reading and Numeracy. This has included -

- Data analysis strategies and implementation actions based on collected data to inform and achieve pedagogical shift, and to track trends and to provide evidence of change and success.

- Focusing on Intellectual stretch and the use of Transforming Tasks.

2. Develop a Partnership wide approach focused on high yield strategies for numeracy engagement and improvement.

This is underpinned by Student Voice in Learning and is aimed at connecting with students in their learning. Task design is critical to this and the Student Commission gives the students the disposition and intellectual stretch to engage in hard tasks in numeracy.

In responding to the data, our 2017 foci include -

- developing a common approach in all aspects of Literacy and include Intervention for All by all teachers.

- introducing the Back to Front Maths approach

- extending work on transforming tasks and moderation and assessment

- embedding the Student Learning Commission work in an authentic manner

Attendance

Year level	2014	2015	2016
Reception	91.9%	92.7%	93.3%
Year 01	92.8%	92.9%	93.0%
Year 02	94.3%	92.6%	92.1%
Year 03	92.2%	94.1%	93.2%
Year 04	93.6%	91.3%	93.6%
Year 05	93.4%	91.9%	92.9%
Year 06	93.3%	93.0%	91.2%
Year 07	92.3%	92.9%	93.3%
Total	93.0%	92.7%	92.9%

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

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

Attendance Comment

Individual attendance plans and regular internal audits enabled any attendance concerns to be addressed promptly. Daily text messages and at times telephone calls to families and the new Academy program also enabled the school to monitor and maintain a high level of attendance R- 7. A small number of families who were referred to the attendance officer had over 50 days of absence and this has impacted on our results. All students who had unexplained absences were asked for explanations from parents / caregivers.

Attendance and engagement will continue to be a focus in 2017

Behaviour Management Comment

Compliance with the 'Cossey Report' recommendations has occurred with:

- A continued focus on the school ethos developing the values and personal social skills across the school community.
- Use of the 'Playford Primary Parent Grievance and Reporting' process.
- Explicit teaching of personal and school processes for dealing with bullying or incidents occurring in 'Launching into Learning' and reviewed throughout the year as needed.
- The continuation of programs and interventions for individuals, their families and groups affected by bullying. Restorative justice procedures were followed. All reports of bullying were investigated
- A report was discussed with the Governing Council as part of the Cossey report requirements.

Client Opinion Summary

During Term 3 a randomly selected group of parents (over 100 in total) were sent a questionnaire about our school via email. 34 parents completed the survey.

Pleasingly, the average rating over the survey was 4.15 with 4 being agree and 5 being strongly agree.

The top 5 responses were -

Teachers at this school expect my child to do their best

I can talk to my child's teacher about my concerns

The school is well maintained

My child likes being at the school

My child feels safe at the school.

The response rate of 34 out of 120 invitations sent out was disappointing and the Governing Council has plans to work to get a better rate of return at the end of 2017.

77 Year 5 – 7 students also completed a questionnaire electronically.

Pleasingly, the average rating over the survey was 4.0 with 4 being agree and 5 being strongly agree.

The top 5 responses were -

My teachers expect me to do my best

My school looks for ways to improve

My teachers provide me with useful feedback

My teacher motivates me to learn

I feel safe at school

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	27	15.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	33	19.0%
Transfer to SA Govt School	113	64.9%
Unknown	1	0.6%
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 runs two Volunteer Workshops each term for volunteers that covers Responding to Abuse Training, Criminal History check requirements, Work Health & Safety and general information pertaining to the roles and responsibilities of being a volunteer. Records of volunteers who have completed the workshop and Criminal History checks are updated and recorded by the Work Health and Safety Officer regularly. All teaching staff completed the Responding to Abuse Training update or if required the full day course in 2016.

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	59
Post Graduate Qualifications	12

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	39.6	0.5	18.1
Persons	0	43	1	29

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

Financial Statement

Funding Source	Amount
Grants: State	6318311.56
Grants: Commonwealth	153492.74
Parent Contributions	17193.20
Fund Raising	11593.84
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	SSO funding was used for 1:1 support support for 5 students.	Better engagement in classroom and yard area with support programs in place
	Improved Outcomes for Students with an Additional Language or Dialect	The EALD funding was used to release classroom teachers to write learning goals for students in their class.	Targeted teaching towards learning goals for EALD students
	Improved Outcomes for Students with Disabilities	The schools received over \$500,000 in funding for our students with disabilities. This was used for SSO support and to release teachers to work on IELPs and NEPs. A Senior Leader manages this funding allocation	Better engagement in classroom learning and access to an appropriate curriculum.
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	The Students with Learning Difficulties grant was used to release classroom teachers to write learning goals for students in their class. Australian Curriculum funding was used to support the Training and Development program put in place for teachers and the associated resources to accompany the training	Targeted teaching towards learning goals for students with a learning difficulty Training and Development provided for Literacy, Numeracy and Inquiry Learning.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	The Better Schools Funding was used to supplement an extra class to reduce class sizes and to establish an intervention program for children with low Literacy levels	Extra class created. 140 students undertook a Literacy intervention program
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Our 0.7 allocation is combined with 0.3 AET salary to support proactive behaviour management strategies are in place across the school	Launch into Learning, Positive Education and Play is the Way program in place