

Playford Primary School 2017 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 767 (August census 2017). The school has an ICSEA score of 972 and is classified as Category 5 on the DECD Index of Disadvantage. The school population includes 35 (4%) Aboriginal Students, 85 (11%) students with Disabilities, 60 (8%) students with English as an Additional Language or Dialect (EALD), and 8 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 was very well attended in Week 3 of Term 1.

The 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, Mothers Day and Fathers Day stalls, Easter raffle, Entertainment Book sales and the Sports Day B-B-Q with \$14,794.04. Outdoor play and sports equipment was purchased with the funds.

609 students completed the Premier's Reading Challenge.

A very successful Sports Day was conducted in Term 4.

Campus ANZAC and Remembrance Day Assemblies showcased the school's support for our Defence families.

Reconciliation Week was celebrated with lunchtime activities.

The Junior Primary Christmas Concert was very well received.

Due to increased student numbers, the Year 7 Graduation was moved to the Playford Civic Centre.

A volunteer Morning Tea held in Term 4 celebrated all our volunteers.

Governing Council Report

The Governing Council met at least twice per term with a quorum being present at each meeting. In Term 1, 3 meetings were held as one was the AGM. The AGM was held on 28th February. 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 4 sub-committees; Fundraising, 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.

Each 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.

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

The 2018 AGM is scheduled for Tuesday 27th March.

Improvement Planning and Outcomes

The School Management Team, with support from leadership and working parties which included representatives across year levels, were responsible for organising and delivering training and development.

Priorities from 2017 Site Improvement Plan:

Literacy

Fountas and Pinnell testing kits are used to support consistent testing of reading R-7

Implement a consistent approach to teaching Spelling by using the Whole Site Spelling agreement R-7

Strengthen the connection of Inquiry and Digital Technology with Literacy R-7

Use data to inform teaching and monitor growth and progress of each student

Review Literacy Resources at Playford

Outcomes -

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

Whole Day Training and Development with a focus on Spelling and Inquiry allowed staff to trial some new strategies and approaches to use in Spelling.

Staff participated in a whole day and additional 1 hour Training and Development session focused around using an Inquiry approach and ICT effectively in Literacy lessons.

Staff have been supported through release time to complete deeper investigations into their data and identified ways to move forward

New resources for Literacy have been purchased and staff are using these across the school.

Numeracy

Increase staff knowledge and skills in teaching the Mathematical proficiencies of fluency, understanding, problem solving and reasoning

Strengthen pedagogical practices to empower students in Numeracy

Use data to inform teaching and monitor growth and progress of each student.

Explore assessment and moderation in Mathematics

Increase community knowledge of how parents can support students' mathematics learning.

Outcomes -

Whole Day Training and Development with a focus on Misconceptions in Maths, with follow up staff meetings and webinars

Data analysis of pre and post-test results to calculate the effect size for the intervention program

Pupil Free Day on Learning Design, Assessment and Moderation with a focus on Maths

Parent workshop held on Misconceptions in Maths

Inquiry Pedagogy

Continue to develop inquiry pedagogy and culture.

Develop thinking skills to create intellectual stretch

Use formative assessment to inform targeted teaching practices

Outcomes -

Training and Development Session provided examples that were then implemented into the classroom. This included students creating assets posters, use of thinking strategies to unpack assets, use of compass tool thinking strategy to unpack student wondering, learning about students as a learner. Assets language was used by all staff in student reports.

Staff Training and Development around Inquiry with Poplet, iMovie and Makers Empire. All staff used Poplet in their classroom.

A number of classes using Makers Empire and iMovie.

Staff released to collaboratively plan with Inquiry Pedagogy Coordinator throughout the year.

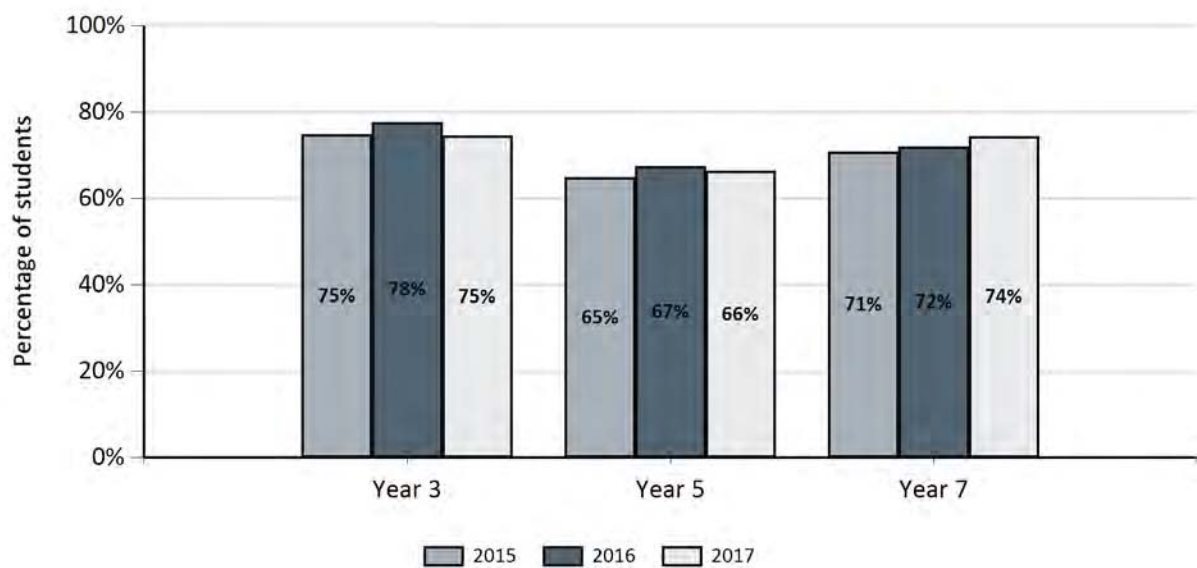


Performance Summary

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.

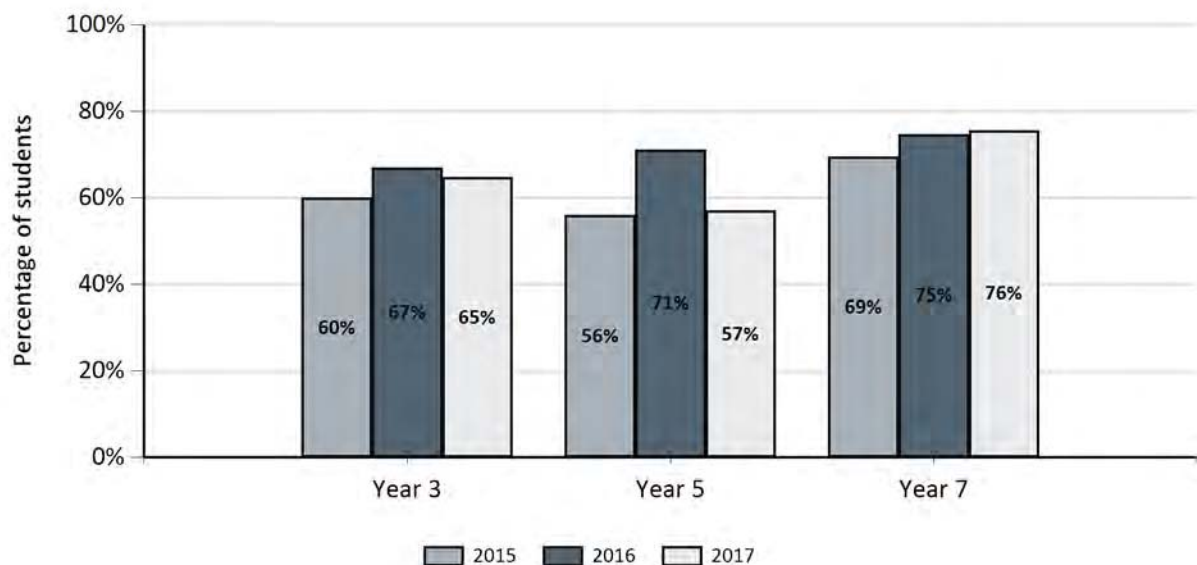
Reading



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	13%	19%	25%
Middle progress group	61%	57%	50%
Lower progress group	26%	24%	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	18%	17%	25%
Middle progress group	55%	55%	50%
Lower progress group	27%	28%	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 [^]		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 2017	102	102	21	12	21%	12%
Year 3 2015-17 Average	106.7	106.7	26.7	12.3	25%	12%
Year 5 2017	107	107	13	8	12%	7%
Year 5 2015-17 Average	93.7	93.7	16.0	8.3	17%	9%
Year 7 2017	86	86	11	5	13%	6%
Year 7 2015-17 Average	77.7	77.7	11.7	6.0	15%	8%

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

[^]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

2017 saw generally similar results to 2016 across years 3,5 and 7 as measured by the number of students who met the DECD Standard of Educational Achievement (SEA).

Over 50% of students achieved middle progress which is in line with the SA figure.

This data demonstrates students achieve less in the upper band and that there is still much work to be done to address the situation of how our data falls away as the levels of thinking become more difficult.

In responding to the data, our 2018 foci include -

Reading

- Develop an EY reading strategy in collaboration with the Speech Pathologist and teachers with an oral language focus
- Develop consistent and effective reading instruction R-7 in collaboration with teachers
- Provide professional learning with a focus on analysis of reading data to inform differentiated teaching practice in reading
- Track and monitor student reading achievement R-7

Maths

- Track and monitor student maths achievement R-7
- Provide professional learning with a focus on misconceptions in Maths
- Participate in Partnership Maths Learning Design, Assessment & Moderation PD

Inquiry Pedagogy

- Provide professional learning focused on inquiry pedagogy
- Collaboratively construct whole school approach with documentation
- Provide curriculum planning and teaching support

To address the data, we will also work with the Uleybury Partnership schools to -

Establish a Reading Design Team to design a narrow reading Partnership focus strategy to build educator capacity. Each site will identify their own evidence informed priority in reading. Leaders and lead teachers will design and lead local site professional learning in line with the shared partnership work for their site

Implement the Partnership Numeracy Agreement through classroom observations, professional development conversations and gaining feedback from students

Whole of partnership professional learning in Misconceptions in Maths

Assessment and Moderation work will focus on Maths with the Senior Leader - learning Improvement Primary continuing the 2017 model of building teacher leadership capacity through the Partnership Design Team, including running the 2 partnership days on Assessment and Moderation

Attendance

Year level	2014	2015	2016	2017
Reception	91.9%	92.7%	93.3%	91.8%
Year 1	92.8%	92.9%	93.0%	92.4%
Year 2	94.3%	92.6%	92.1%	90.8%
Year 3	92.2%	94.1%	93.2%	91.7%
Year 4	93.6%	91.3%	93.6%	92.2%
Year 5	93.4%	91.9%	92.9%	91.7%
Year 6	93.3%	93.0%	91.2%	92.9%
Year 7	92.3%	92.9%	93.3%	90.5%
Total	93.0%	92.7%	92.9%	91.8%

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 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 2018 as we aim to reach the DECD target of 95%

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 4 a randomly selected group of parents (over 100 in total) were sent a questionnaire about our school via email. 13 parents completed the survey. With such a low response rate, it is difficult to accurately summarise parent opinion of the school.

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

The top 5 responses were -

Teachers expect my child to do their best

Teachers provide my child with useful feedback

My child's learning needs are being met

My child is making good progress

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

The response rate of 13 out of 105 invitations sent out was disappointing and the Governing Council has plans to work to get a better rate of return at the end of 2018.

75 Year 5 – 7 students also completed a questionnaire.

Pleasingly, the average rating over the survey was 4.2 with 4 being agree and 5 being strongly agree.

The top 4 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

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	21	13.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	25	15.8%
Transfer to SA Govt School	112	70.9%
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

All volunteers are required to undertake a DCSI Screening and attend a Volunteer Workshop 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.

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	63
Post Graduate Qualifications	14

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 Equivalentents	0.0	41.5	0.6	20.9
Persons	0	45	1	32

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

Financial Statement

Funding Source	Amount
Grants: State	6569081.55
Grants: Commonwealth	59762.91
Parent Contributions	175663.50
Fund Raising	11464.64
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	SSO funding was used for 1:1 support for 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	Literacy and Maths were Site Improvement Plan priorities and a focus for our Partnership work.	Targeted teaching towards learning goals for students with a learning difficulty
	First Language Maintenance & Development	The Students with Learning Difficulties grant was used to release classroom teachers to write learning goals for students in their class.	Training and Development provided for Literacy, Numeracy and Inquiry Learning.
	Students taking Alternative Pathways Students with Learning Difficulties Grant	AC funding was used to support the Training and Development program put in place for teachers and the associated resources to accompany the training	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	n/a	
	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. 120 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 was topped up to 0.8 to support proactive behaviour management strategies to be in place across the school	Launch into Learning, Positive Education and Play is the Way program in place