

Paringa Park Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Paringa Park Primary School Number: 668

Partnership: Holdfast

Name of School Principal:

Leanne Prior

Name of Governing Council Chair:

Tim Munn

Date of Endorsement:

19th February 2018

School Context and Highlights

Paringa Park Primary School is a high achieving learning community of 503 children and 45 staff with 19 mainstream and 1 Speech and Language class. There is a growing pattern of enrolment which has resulted in DECD implementing a Capacity Management Plan to assist in managing in zone enrolments and additional accommodation being negotiated to be built on site in 2018.

The school vision, developed collaboratively with the school community in 2017 states: At Paringa Park Primary School we develop resilient, confident, creative learners who embrace challenge within an inclusive and inspiring learning community. We actively strive to provide an education within a culture of thinking providing opportunities, time, modelling, language, environment, interactions, routines and expectations for children to be powerful learners.

We acknowledge the importance of developing each child's physical health and wellbeing, intellectual capacity and a positive disposition for learning in order to maximise each child's potential and provide high levels of learning and growth for each child. We understand and support the benefits of a play based pedagogy in the early years and the importance of outdoor education and nature play,

We are committed to creating and maintaining an environment where teaching and learning are exciting and fun and children are empowered to become confident, involved and successful learners, confident and creative individuals and active and informed citizens. We aim to develop in children a strong sense of identity and wellbeing and provide opportunities for children to connect with and contribute to their world.

We partner with parents and carers in a shared quest for children to be the best they can be and develop expert teachers who have the skills, knowledge and support they need to provide a high quality education for each child. An initiative in 2017 was the development of a comprehensive Orientation to School Program aligned with the DECD best practices position paper.

We challenge all learners to be the 'The Best We Can Be' and reflect the values of Care, Trust, Challenge and Bravery which drives all our actions and intentions each day and underpin the behaviours we encourage and conversations we have with our children.

There were 2 new site leaders in 2017 - Principal and Assistant Principal. Our staffing profile exemplifies a mix of experience and early career teachers, all of whom see themselves as learners.

Governing Council Report

As chairperson, I am pleased to report that in 2017 the school has performed well in all areas. The year closed with the school in a secure financial position.

I would like to thank all parents and staff representatives who have contributed their time by being involved with numerous sub committees throughout the year. Thanks also go to all parent volunteers who spent their time assisting the school community. Throughout 2017 Governing Council met regularly to review policies and reports, plan activities, and action recommendations from sub committees. Thanks to all governing councillors who attended these meetings throughout the year. All councillors played an important role and I appreciate your commitment and enthusiasm. It is rewarding to know that we have such a vibrant and involved council. Thanks to the staff who gave presentations at every council meeting around the strategic directions and improvement agenda for the school. Particular thanks go to the Student Voice Representatives who gave presentations at Governing Council meetings.

Highlights from the year include developing standing orders and terms of reference for all sub committees, renaming Facilities and Grounds committee to Environment Committee to encompass a broader and more innovative role, and being involved with developing the school vision statement. Parents and Community were very active initiating many new community events including movie afternoon, Mother's Day and Father's Day stalls and a parent workshop on powerful learning and resiliency. The Children's University program that commenced in 2015 continued to be a success.

Governing Council is responsible for the operation of the Canteen and OSHC. Thanks go to the Canteen staff who worked hard to ensure it was a productive year. The canteen continued to offer the school community a service that provides quality items every day and remains in a very viable financial situation. OSHC continues to operate under the service provider, Camp Australia.

Finally, thanks go to the school's dedicated and exceptional teachers, SSOs and support staff who all contribute to maintaining the excellent reputation of our school.

Tim Munn
Chairperson, Governing Council 2017

Improvement Planning and Outcomes

In 2017 a short term Co-ordinator position was established to lead the Literacy site improvement agenda. Baseline data was collected on current practices across R-7 in reading, writing and spelling, and documentation of the whole site Literacy agreement was commenced. Recommendations from this tenure included the use of the Genre Map, development of a consistent approach to the collection of reading data across R-7, development of a whole site agreement around evidence based best practices in Spelling and engagement of all staff in professional learning around The Big 6. A consistent approach to collecting Phonological Awareness data in the early years was documented and implemented in 2017 to monitor and track children's progress and inform practice.

In 2017 a short term Co-ordinator position was established to lead the Numeracy site improvement agenda. Staff engaged in Tierney Kennedy webinars, indicated a commitment to problem based learning and open ended tasks, and review and audit was conducted which indicated that staff required training and development about The Big Ideas in Number.

In 2017 our focus on 'Creating a Culture of Thinking' at Paringa Park PS started with a Pupil free day with Simon Brooks based on the 8 Cultural Forces by Ron Richhart, which then was a focus for PLT's and part of the performance development process for all staff throughout the year. There were 6 staff members who attended either the Sydney or Melbourne "Cultures of Thinking" conferences with their experiences shared during staff training and development. We continued our coaching role with Kym Brown on Powerful Learning, focusing on stretch and challenge for all. As part of the documentation of the school's journey several resources were developed to capture the impact of Powerful Learning program and the influence it has had on pedagogy. Another 8 teachers completed the "Making Thinking Visible" course through Harvard University, which now takes it to a total of 16 teachers completing the six month course.

The Learning Innovation Team through their Strategic Plan have lead innovation and change to create a culture of informed, responsible and autonomous digital citizens both locally and globally. Students have been extended through authentic contexts that require problem solving, creative collaboration and opportunities to build fluency and enhance learning through digital technologies.

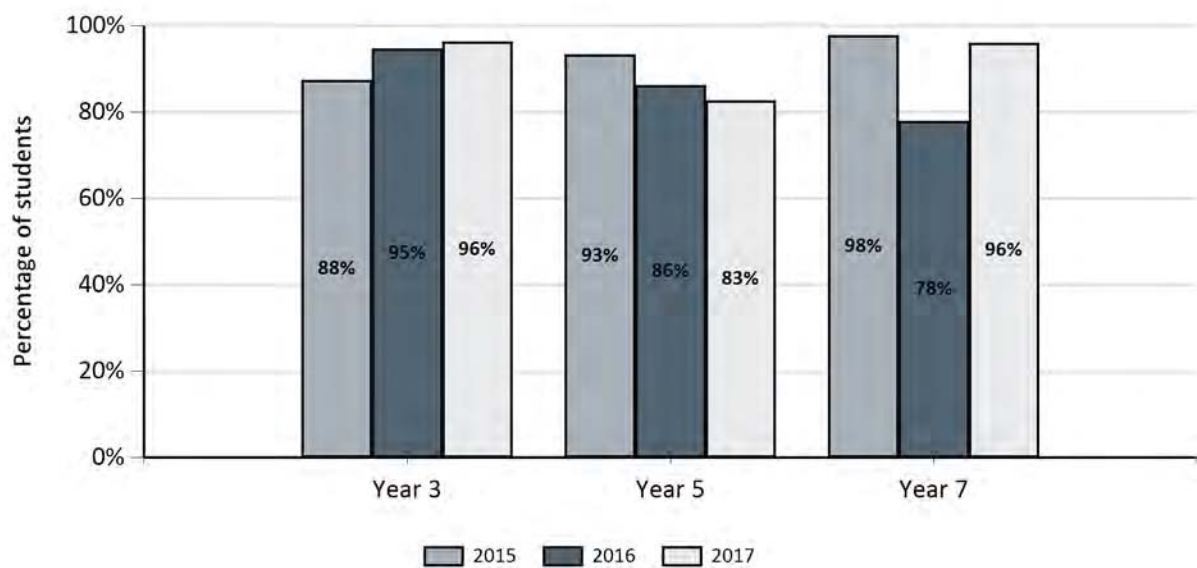
We have updated our Infrastructure and WiFi connection, introduced the Google platform both with Staff, Students and Parents and initiated Sentral our new school management system.

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.

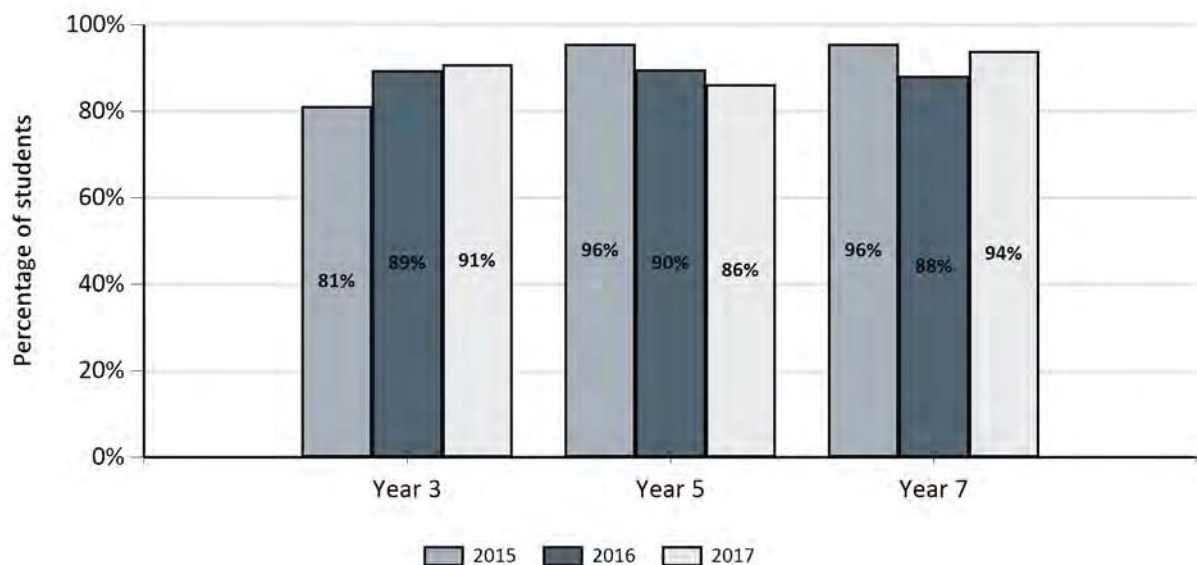
Reading



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 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 34% | 40% | 25% |
| Middle progress group | 49% | 44% | 50% |
| Lower progress group | 17% | 16% | 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 5-7 | Year 3-5 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 17% | 27% | 25% |
| Middle progress group | 60% | 54% | 50% |
| Lower progress group | 24% | 19% | 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 | 55 | 55 | 28 | 23 | 51% | 42% |
| Year 3 2015-17 Average | 53.3 | 53.3 | 30.0 | 22.3 | 56% | 42% |
| Year 5 2017 | 58 | 58 | 27 | 16 | 47% | 28% |
| Year 5 2015-17 Average | 53.7 | 53.7 | 23.3 | 15.7 | 43% | 29% |
| Year 7 2017 | 50 | 50 | 22 | 17 | 44% | 34% |
| Year 7 2015-17 Average | 51.7 | 51.7 | 19.0 | 16.0 | 37% | 31% |

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

Running Records

There was a significant decrease in Year 1 children achieving Level 15 SEA benchmark 2015-16 (90%-80%) but this was generally within or higher than historic measure (82%-83%). There was a significant increase in Year 2 children reaching SEA benchmark of Level 21 from 2015-16 (88%-96%) and a sound increase in the cohort achieving benchmark (Year 1 2016 90% as Year 2's 96%).

Naplan

Increased percentage of children in high growth from Years 5 (2015)-7(2017) in Reading - (2014-16 =19%) 2015 – 2017 = 34%.

Decreased percentage of children in low growth from Years 5 (2015)-7(2017) in Numeracy - 2014-16 =31%) 2015 – 2017 = 17%

Greater percentage of children achieved middle or high growth in Naplan Reading Years 5-7 - (2014 – 2016 = 78%) 2015 – 2017 = 84%

Greater percentage of children achieved middle or high growth in Naplan Numeracy - Growth from Years 3 to 5 increased from 76% in 2016 to 83% in 2017 and Years 5 to 7 increased from 69% to 77%.

Year 3, 5, 7 cohort mean scores in Reading are greater than 2016. There was a slight decrease in reading mean score for Year 3, but had an increase in both year five and especially in year 7 with an increase of 20 points.

Year 3, 5, 7 cohort mean scores in Numeracy are greater than 2016 - There was a slight decrease in numeracy mean score for Year 3, but had an increase in both year five and especially in year 7 with an increase of 17 points.

Year 3-5 growth data reflected the national norm or is improved (Reading) - Our growth data exceeded the state and national data for year 3 to 5 growth with lower 17.02%, middle 48.94% and upper 34.04%.

Higher band retention in Literacy and Numeracy - There was an increase in year 5 retention in the high bands in both Literacy (75.9%) and Numeracy (57.9%) and there was an increase in Year 7 retention in the high bands for Literacy (66.7%), but a slight decrease in Numeracy (58.8%).

After close review of our data some recommendations for 2018 are to:

- Increase the percentage of children in high growth in Numeracy through a focus on consistency around The Big Ideas in Number
- Improve our mean scores in Year 3 for Literacy through shared agreements in The Big 6



Attendance

| Year level | 2014 | 2015 | 2016 | 2017 |
|---------------|-------|-------|-------|-------|
| Reception | 93.9% | 94.5% | 95.3% | 94.4% |
| Year 1 | 95.1% | 93.8% | 94.3% | 93.0% |
| Year 2 | 96.7% | 94.7% | 96.0% | 94.0% |
| Year 3 | 94.7% | 94.6% | 94.7% | 94.5% |
| Year 4 | 95.2% | 95.3% | 94.7% | 92.9% |
| Year 5 | 95.8% | 94.2% | 95.1% | 94.4% |
| Year 6 | 94.3% | 94.2% | 93.6% | 94.6% |
| Year 7 | 93.1% | 95.0% | 93.5% | 93.1% |
| Primary Other | 95.2% | 93.1% | 93.3% | 93.3% |
| Total | 94.8% | 94.5% | 94.6% | 93.8% |

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

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

Attendance Comment

Attendance levels remain high (93.8%) despite being slightly lower than 2016, still ranking favorably when compared to DECD and like schools. The school continues to use a messaging system with parents when their child is absent and individual attendance issues are addressed. There is one child (.001%) who is in the high risk category for attendance, and services are being wrapped around this child. There are 4 children (.008%) who are at medium risk of one day a fortnight absence of unexplained absence and 106 (21%) children at low risk of absence one day per fortnight. The most significant

Behaviour Management Comment

Paringa Park PS continues its excellent behaviour management record in 2017. There were 38 recorded office timeouts up until November (week 5, term 4) involving 21 students (4% of the school population). Of these, 13 students had a single office timeout, indicating that 60% of office timeouts had a positive and ongoing effect on student behaviour. Students receiving office timeouts were spread evenly across all year levels, but were overwhelmingly male (88%).

Of these 38 office timeouts, only 6 resulted in suspension, internal suspension or a take home, indicating that poor behaviour choices at Paringa Park PS take place within a supportive and proactive learning environment where poor behaviour choices are not part of the school culture.

Client Opinion Summary

Staff

Fifty three percent of staff responded to this survey indicating extremely positive responses with all questions scoring receiving between 4.2 and 4.9 out of 5. The three highest confirmations were 98% of teachers at this school expect students to do their best; 96% of teachers believe that students feel safe at this school and 96% of the school looks for ways to improve. The three improvements areas targeted were student behaviour is well managed at this school (84%), I receive useful feedback about my work at this school (86%) and the school takes staff opinions seriously (86%).

Students

Forty three percent of the student cohort responded to the survey and the results were extremely positive. The three highest confirmations were 95% of students agreed teachers at PPPS expect them to do their best; 89% of students agreed PPPS looks for ways to improve and 88% indicated that my Teacher motivates me to learn agreed 88% of students. The targeted area for improvement was identified with 10% students disagreeing that student behaviour is well managed at PPPS.

Parents

Nineteen percent of parents responded. The three highest confirmations indicated 84% of parents agreed teachers expect their child to do his/her best, 86% agreed that their child feels safe at this school and 81% stated that I can talk to my child's teachers tomorrow about my concerns. Teachers at this school provide my child with useful feedback about his/her school work. The targeted areas for improvement were identified as teachers at this school provide my child with useful feedback about his/her school work (68%), student behaviour is well managed at this school (67%) and this school takes parents' opinions seriously (56%).

Intended Destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 9 | 9.7% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 8 | 8.6% |
| Transfer to SA Govt School | 75 | 80.6% |
| Unknown | 1 | 1.1% |
| Unknown (TG - Not Found) | 0 | NA |

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

DECD Relevant History Screening

45 parents were processed with their DCSI clearance.

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 | 51 |
| Post Graduate Qualifications | 8 |

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 | 28.4 | 0.0 | 6.9 |
| Persons | 0 | 33 | 0 | 9 |

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

Financial Statement

| Funding Source | Amount |
|----------------------|--------|
| Grants: State | 25000 |
| Grants: Commonwealth | 49679 |
| Parent Contributions | 159709 |
| Fund Raising | 132805 |
| 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 | A Student Wellbeing Leader was appointed 0.2 to improve engagement if identified students. | Improved engagement in predictable spoken exchanges with confidence. |
| | Improved Outcomes for Students with an Additional Language or Dialect | A teacher appointed to work with EALD identified students. | Improved growth and achievement for all students with scaffolding. |
| | Improved Outcomes for Students with Disabilities | A teacher was appointed to work with Wave 3 learners and co-ordinate intervention and support. All SwD are allocated are allocated hours of support from an SSO and /or Special Education teacher. | Attendance at 86% for ATSI children is well above the state average. |
| 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 | An Aboriginal education officer was appointed in term 3 and 4 for a total of 10 hours per week. This time was averaged over the 2 terms as we were provided with 5 hours per week but were unable to staff the position until the beginning of term 3. This person worked intensively with our ATSI children to maximise attendance, engagement and achievement. | Improved Naplan achievement and growth data |
| Program Funding for all Students | Australian Curriculum | Funding for Scaffolding Literacy program Thinking Maths - two teachers involved Tierney Kennedy maths - funded teachers to attend | |
| | Aboriginal Languages Programs Initiatives | N/A | Reduced class sizes Decrease in Office Time Out and yard time out statistics + |
| Other Discretionary Funding | Better Schools Funding | Funding directed to employ extra teaching staff to keep classes to a minimum especially in the early years. funded also contributed towards Pastoral Care Worker and SSO to support learner wellbeing. | |
| | Specialist School Reporting (as required) | N/A | |
| | Improved Outcomes for Gifted Students | Links with Brighton Secondary School's Think Bright program and engagement in Holdfast Partnership Thinking Carnevale. | At least 12 months growth for each learner |
| | Primary School Counsellor (if applicable) | Supported learner wellbeing and engagement programs across the school and liaising with community and DECD support staff. | Refer to opinion survey results |