

North Adelaide Primary School

2018 annual report to the school community



**Government
of South Australia**
Department for Education

North Adelaide Primary School Number: 179

Partnership: Adelaide - Prospect

Name of school principal:

Rebecca Pears

Name of governing council chair:

Ben Walters

Date of endorsement:

5/2/2018

School context and highlights

North Adelaide Primary School is an inner metropolitan R-7 school with approximately 345 students. The school has a proud history, being one of the first schools in South Australia; opening in 1877. Our school community represents over 30 cultural backgrounds which provide richness in our learning. We work within a supportive learning community which has high expectations of students. There is a strong emphasis throughout the school on literacy and numeracy with overall above average achievement across all year levels. Focus areas are The Arts, Physical Education and Information Technology. Computers, lap tops, iPads, interactive whiteboards, our 3D printer and other multimedia tools are readily accessible.

We were externally reviewed in 2015 and were very pleased with the final outcome as many of our programs, practices and procedures were very positively reaffirmed. The recommendations made by the review team have been incorporated into our Site Improvement Plan and will continue to be a focus in 2019. There is a very strong sense of community at North Adelaide Primary where staff, students and parents work in collaboration to ensure students achieve their potential.

The Arts have had a high profile at North Adelaide Primary and students' artworks are exhibited around the school and in the wider community. In 2018 students' artworks were exhibited at the North Adelaide Community Centre and students were involved in the Refugee Week art Competition and exhibition at the University of South Australia. Our Artist in Residence, Rachel Harris, worked with students in relation to graphic design.

In 2018, for the first time, our choir participated in the Festival of Music at the Festival Theatre. It was fantastic to watch our students on stage and was a great success. Consequently we will be participating in the Festival of Music in 2019. Our End of Year Concert, Instrumental Music Concert, Junior Choir Concert and Talent Show demonstrated the exceptional talent we have at North Adelaide Primary School.

In 2018, students also had the opportunity to participate in a large variety of sport. Students participated in SAPSASA events including athletics, netball, swimming and volleyball. We also had after school sports teams competing in a range of after school sports including netball, basketball, volleyball and soccer.

In addition we also improved our school facilities through an extensive amount of painting and changes to our floor coverings.

Governing council report

As 2018 concludes, we can reflect on Governing Council focus and achievements. In partnership with Principal Rebecca Pears and the leadership team, Council concentrated efforts on policy discussion, budget review, and operations decisions directly impacting North Adelaide Primary. Several notable projects this year are worth highlighting, including major renovation projects. These projects involved fencing solutions, painting, floor coverings, grounds improvements, additional bike racks, all of which create a safe and secure school environment. Collectively these projects are key to students' ability to learn, fully engage, and generally function in a positive school setting. Project discussion is always within the context of larger capacity management issues presenting as the community grows and changes with an eye towards future management of them.

Governing Council are tasked with oversight of the school operational budget and expenses. The final 2018 result presented a healthy budget with proactive expense decisions and expenditure related to infrastructure and maintenance, provision for learning tools and strategies, and overall school operations. Council oversight also extends to the Out of School Hours Care budget which is in a sound financial state. I would like to thank, on behalf of the entire council, Adam Carpenter for his contribution as he presented relevant information with precision and relevant discussion points.

Council meetings also involved a great deal of exposure to the wider school experience and teaching curriculum. From comprehensive class briefings and hands on demonstrations of STEM Projects, to exceptional SRC updates, Council was a great way to experience the wider school community in the context of daily student engagement.

It has been my absolute pleasure to sit as Chair of the Governing Council. I would like to take a moment to extend further thanks to everyone that makes our community an amazing place to be. From Principal Pears and the entire teaching body, supporting Parents and Friends, countless volunteers working together and to the wider school community that binds it all, I again say thank you. Without you, our work simply would not be possible.

Certainly not last nor least I want to thank fellow council volunteers for the hard work they've put in this year, recording, engaging, debating important issues and for having an impact. I wish everyone an enjoyable and successful 2019.
Ben Walters

Improvement planning and outcomes

The outcomes of the external review and thorough site self-review processes have been used as a basis for the development of our SIP (Site Improvement Plan). Our priority is to improve all student achievement particularly in writing, numeracy and reading. Progress against the SIP targets are reported at Governing Council meetings and within our school Management Group which consists of teachers representing the levels of schooling and leadership staff.

The self review processes involve the collection and analysis of multiple measures of data including perception data, learner achievement, demographic and process data. We ensure that all staff, parents and students have the opportunity to be involved in the review processes.

Achievements and Actions in 2018:

* During 2018 three Collaborative Teams of teachers (R-2, 2-4 and 5-7) worked closely together to assess student writing utilising the Brightpath tool, implement new strategies to improve writing and then reassess student work to determine progress made and implications for future practice.

*Staff have collaboratively designed and moderated transformed samples of mathematics work and recorded these in learning journals. They have reflected on this work both within our school's Collegiate Teams and across the Partnership.

* As a staff we have reviewed, refined and implemented our Whole School Learning Agreements. These have included agreements in effective pedagogy following the analysis of data, training and development and classroom observations.

*Staff have participated in and implemented strategies from training and development on facilitating effective guided reading. In particular we have been developing ways for teachers to effectively implement guided reading to explicitly teach reading and challenge students' thinking.

*Our Management team were responsible for developing and monitoring the Site Improvement Plan (SIP), organising training and development and the general management of the school.

*The Principal's report has been written in the areas of the SIP and student achievement data has continued to be presented to ensure Governing Council can monitor progress.

Future Actions:

In 2019 staff will:

*Work in Collaborative Teams with our new literacy coach, to moderate student work in writing, reflect on their practices, analyse work samples and identify successful practices in relation to teaching writing and providing explicit feedback to students.

*be involved in further training and development particularly in writing.

*be working within our own site and across the Partnership to moderate work particularly utilising the Brightpath tool in writing.

*continue to transform learning tasks and document tasks which enable the use of student voice particularly in mathematics.

*continue to analyse student achievement data to monitor achievement and analyse practice.

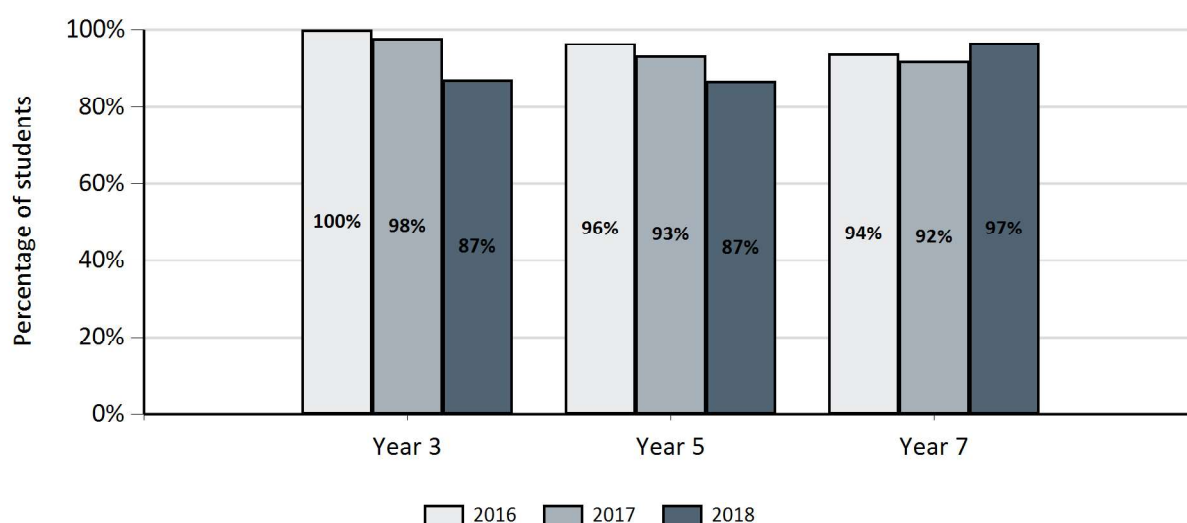
*continue to monitor and refine our Learning Agreements.

Performance Summary

NAPLAN Proficiency

The Dept. for Education 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 1 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 SEA for reading and numeracy.

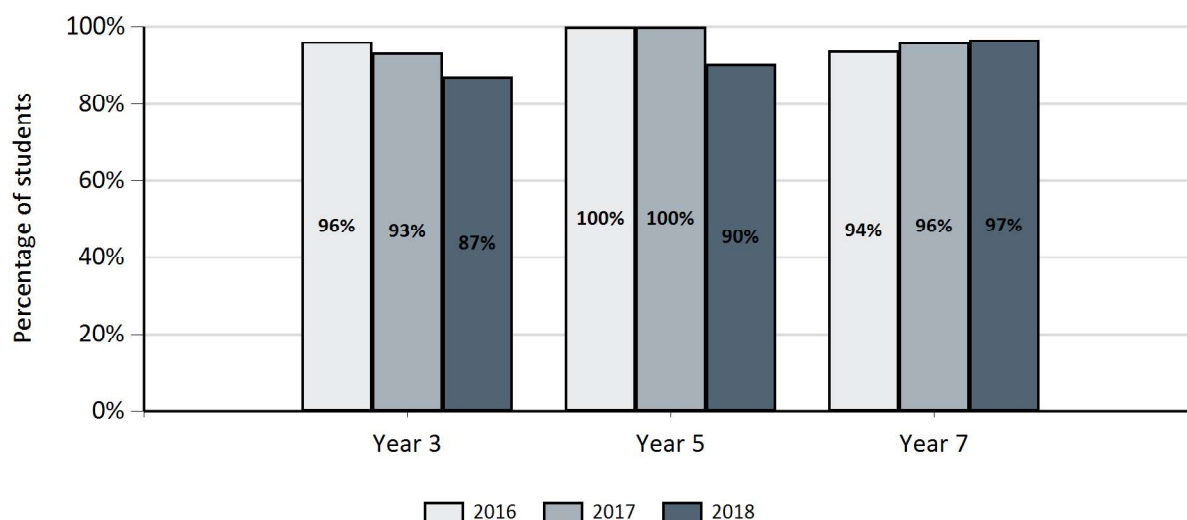
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	22%	65%	25%
Middle progress group	58%	30%	50%
Lower progress group	20%	4%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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	36%	27%	25%
Middle progress group	53%	50%	50%
Lower progress group	11%	23%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	46	46	33	32	72%	70%
Year 3 2016-18 average	47.3	47.3	30.7	26.7	65%	56%
Year 5 2018	52	52	22	18	42%	35%
Year 5 2016-18 average	41.7	41.7	21.3	16.3	51%	39%
Year 7 2018	29	29	17	12	59%	41%
Year 7 2016-18 average	28.7	28.7	13.3	15.0	47%	52%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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

In 2018 North Adelaide Primary School continued to have very few students below the DECD SEA in NAPLAN. Students achieving the DECD SEA in Reading included: 87% of all students tested in year 3 (only 2 students achieved below SEA, the other students were absent or withdrawn by their parents); 87% of students in year 5 (4 students achieved below SEA, the other students were absent or withdrawn) and 97% of students in year 7 (one student achieved below SEA). We also had excellent results in Numeracy as the students achieving the DECD SEA included: 87% of year 3 students (only 2 students achieved below SEA, the other students were absent or withdrawn); 90% of year 5 students (only 2 students achieved below SEA, the other students were absent or withdrawn) and 97% of year 7 students (no student achieved below SEA but one student was absent).

The majority of our students also demonstrate middle to upper progress in both Reading and Numeracy from years 3-5 and from years 5-7.

We are constantly trying to increase the number of students achieving in the top two bands in Reading and Numeracy. 2018 Results:

*In year 3 Reading, we had 72% of students achieve in the top two bands which is an increase from the 65% 2015-2017 average. In Numeracy 70% of students achieved in the top two bands which is an increase from the 56% 2015-2017 average. A very pleasing result considering the focus on challenging students in numeracy.

* In year 5, we declined in reading with 42% of year 5 students achieving in the top two bands in comparison with our 2015-2017 average of 51%. In Numeracy 35% of our students achieved in the top two bands in comparison with 39% which is our 2015-2017 average.

* In year 7, the number of students in the top two bands for Reading increased to 59% in comparison to our 2015-2017 average of 47%. In Numeracy 41% of our students achieved in the top two bands, our 2015-2017 average was previously 52%. We will continue in 2019 to focus on providing opportunities for students to be challenged in mathematics.

As a school our Running Record data is collected every term. All of our student achievement data including the NAPLAN, PATM, PATR, Running Record and A-E grades, has been included on our new database and is utilised to monitor student progress and to analyse teaching practice. Our data for students on ILPs, IEPs, NEPs, EALD scales and early intervention programs all demonstrate growth. We are also utilising the Brightpath tool to monitor students' achievement in writing.

Attendance

Year level	2015	2016	2017	2018
Reception	93.6%	95.4%	92.6%	94.3%
Year 1	93.9%	92.9%	93.3%	95.5%
Year 2	94.3%	94.5%	94.7%	96.1%
Year 3	93.5%	95.1%	92.5%	95.6%
Year 4	90.9%	92.7%	93.1%	95.9%
Year 5	92.0%	92.8%	91.5%	94.0%
Year 6	91.1%	95.3%	92.8%	93.7%
Year 7	92.9%	92.6%	92.9%	92.5%
Total	93.0%	93.9%	92.9%	94.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Our attendance rate for 2018 was 94.8% which is higher than our 2017 result of 92.9 %. We are implementing our Attendance Action Plan and have accessed our District Attendance Officer to improve the attendance of particular students.

Student attendance is regularly monitored and parents have been contacted in relation to absences. Our attendance is influenced by school exemptions as we have several students who travel overseas during the school year. We have also promoted the importance of attending school in our school newsletter.

Behaviour management comment

Student behaviour at NAPS is excellent, but we still monitor behaviour to ensure this continues. Our leadership team follows up behaviour concerns and work closely with parents, students, teachers and external agencies to ensure behaviour plans are implemented and students feel safe and supported.

Throughout 2017 there were no exclusions or expulsions, 10 suspensions, 12 take homes and 12 incidents of bullying. All bullying incidences are thoroughly investigated and students are monitored to ensure it has stopped and the victim feels safe. In 2018 Helen White worked one day a week to implement proactive behaviour programs. This included social skills groups for students experiencing difficulties in the yard.

Client opinion summary

In 2018, staff, students and parents were surveyed to enable the opportunity for our school community to provide feedback to reinforce the positive elements and identify any areas for improvement. The surveys provided a range of statements and gave parents, staff and students the opportunity to score the school on a rating from 0-5. A score of 5 meant the person strongly agreed with the statement and a score of 1 meant they strongly disagreed. We have been analysing these surveys to help inform and improve our practice.

The parent survey was very positive with all scores between 4.1 and 4.5. In 2018, we had 76 responses to our survey. 4.5 was the highest score for the statement "my child feels safe at this school" and "Teachers at this school expect my child to do his or her best". The lowest score was 4.1 which was in response to 7 different questions. The score of 4.1 still demonstrates however that parents are very happy in general.

The staff survey included 24 respondents. All scores were once again very high between 4.2 and 5.0. The highest score was 5.0 for "teachers at this school expect students to do their best", an area we would expect to be high as we have been working as a staff to find ways to challenge and stretch students. The lowest scoring item was 4.2 for "Student behaviour is managed well at this school". Although the score was still very high we still continue work collaboratively together as a staff in 2019 to refine our behaviour management practices. It is very pleasing to see that staff satisfaction is very high as every other response to the survey was 4.2 and above.

The student survey included 197 respondents. Again the data demonstrates high student satisfaction and is consistent with previous years. The highest score of 4.6 was for "my teachers expect me to do my best". The lowest score of 3.5 was for "student behaviour is well managed at my school". Behaviour management is an area we are always monitoring and thoroughly investigating and it will continue to be a focus in 2019, particularly as we will continue our Care and Inclusivity position to help implement proactive programs and practices. It is pleasing to see high results for the questions "I like being at school" and "I feel safe at school".

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	12	18.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	17	26.2%
Transfer to SA Govt School	34	52.3%
Unknown	2	3.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

As decided by Governing Council, all volunteers at North Adelaide Primary have a DCSI screening, regardless of whether their child was in the group they are volunteering to support.

RAN training has also been provided in 2018, both during school time and after hours to ensure volunteers had the opportunity to complete the training.

Procedures for sighting, recording and maintaining clearance information for all volunteers and DECD or other required workers are in place.

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	41
Post Graduate Qualifications	6

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	18.5	0.0	6.3
Persons	0	23	0	10

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$13662.30
Grants: Commonwealth	N/A
Parent Contributions	\$231749.62
Fund Raising	\$3821.46
Other	\$66406.63

Data Source: Education Department School Administration System (EDSAS).

2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	In 2019 we implemented a 0.2 Care and Inclusivity role. This resulted in the development proactive programs including the completion of yard behaviour audits and the creation of social skill development groups.	Improved attendance, engagement and behaviour for individual students.
	Improved outcomes for students with an additional language or dialect	In 2018 we had an EALD teacher working 0.4 who identified students requiring additional support. Regular small group and individual support has been provided by both our EALD teacher and trained SSO staff.	Improved Language and Literacy Levels and most of our EALD students achieve SEA.
	Improved outcomes for students with disabilities	We have implemented targeted support including Minilit, Multilit, QuickSmart and for the first time TOOsmart and our social skills program. In addition we have provided both in class and yard support.	The majority of students have achieved their NEP or ILP goals for 2018.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development	We tried to employ an ACEO but after several panel processes were unable to fill the position. However, our Aboriginal students have received in class support and are closely monitored through their ILPs to ensure academic growth.	Very few students are below SEA in our NAPLAN, Running Record and Pat results.
	Students taking alternative pathways	We have implemented successful intervention programs including Mini-Lit, Multi-Lit, Quicksmart and TOOsmart. In addition we provide trained SSO support in the classroom. We also have a 0.4 EALD teacher.	Significant Improved achievement in Brightpath results.
	Students with learning difficulties	Training and Development in reading, writing and numeracy has occurred. Staff have also worked in collaborative teams to moderate work and analyse and improve practice.	
Program funding for all students	Australian Curriculum		N/A
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	We have implemented successful intervention programs including Mini-Lit, Multi-Lit and Quicksmart. We trained two experienced SSOs and implemented TOOsmart. We also provide trained SSO support in the classroom.	Very few of our students are achieving below SEA.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Teachers complete specific goals on Individual Learning Plans for students who are identified as gifted. As a staff we have concentrated on transforming tasks to ensure intellectual stretch and student engagement.	Improved engagement for gifted students.
	Primary school counsellor (if applicable)	Kate has worked with parents, students and outside agencies to support students to improve their behaviour, attendance and engagement at school. She has also worked with staff to develop effective proactive programs.	Improved attendance, engagement and behaviour for individual students.