

Reidy Park Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Reidy Park Primary School Number: 290

Partnership: Blue Lake

Name of School Principal:

Stephen Jolley

Name of Governing Council Chair:

Cathy Lunnay

Date of Endorsement:

21/2/2018

School Context and Highlights

Reidy Park Primary School is a Reception to Year 7 school of 575 students. It is made up of 21 class groups, which are a combination of single and multi-year level classes. The Reidy Park school values of Respect, Courage and Care underpin how we work as a school community.

The 2017 Annual Report provides information that highlights the achievements and work of students and staff and also provides recommendations to further support whole school improvement.

At the beginning of 2017 a renewed school improvement plan was developed that detailed the key improvement priorities for the next 3 years. These priorities encompassed the areas of Literacy, Numeracy and Student Wellbeing and Engagement. The improvement plan identified key strategies and outcomes focused on engaging and challenging every learner, maximising their learning growth and supporting teachers build their capacity to be intentional learning designers through developing their content knowledge, working collaboratively with peers and effective use of achievement data.

I would like to acknowledge the wonderful commitment and efforts of the staff and volunteers who provided so many opportunities and benefits for the children during 2017.

Some of the many highlights for the 2017 school year have been:

- A whole school focus on 'growth mindset' to support and enhance student learning.
- Renewing our school vision and values.
- The Year 6 and 7 Canberra Camp and school musical, 'The Rocky Monster Show', was a terrific production and complemented by all other classes being involved in team concerts.
- Emerging work in STEM, including developing a vision for what STEM learning will look like for our students which will be underpinned by a focus on powerful learning dispositions.
- Student participation in extra-curricular activities is always strong and this was reflected in numerous activities: Auskick, Out of Hours school sport, choir performances, public speaking and debating.
- A number of significant upgrades occurred during the year. This included additional ICT equipment and the school's long term playground project was completed.
- Increase in the percentage of students achieving the Premier's Reading Challenge (approximately 81% of students).
- Allocation of \$5,000,000 funding for improvement to our facilities and infrastructure under DECD's Building Better Schools Program.
- Year 7 graduation and presentation of our major award winners.

Governing Council Report

The Annual General Meeting at the beginning of 2017 saw the forming of the Reidy Park Primary School Governing Council. With 4 existing members continuing in their tenure, 7 new members and all office bearer positions being filled with new candidates, we were set to support the school throughout a new year.

As the council is supported by volunteers it is essential that meetings are effective whilst being efficient. Stephen and the council collaborated to develop a welcome pack for new members and reformatted the meetings to ensure efficiency whilst allowing special guests to visit and give us more insight into our school.

With the introduction of team members Sandy Mullen and Judy Hunter and an updated school vision and values, the council have been very well supported by the administration staff and teachers this year. We thank you for your ongoing commitment and dedication to the school and our children's education.

The revival of the canteen service with the addition of the QR app, the new playground and our increasing alliance with the OHSC are just a few of our achievements as a Council this year. The addition of an external grant fund in excess of 5 million dollars will ensure the longevity of our school whilst providing our children with a safe, innovative and engaging space to learn and grow.

My time within the school has been very rewarding. The ability to be involved in the Council has ensured that as a full time working Mum I have been able to keep my finger on the pulse of the day to day school operations, engage with the staff and teachers, support the maintenance of the school and curriculum and make a difference to my children's education and time at the school.

As my time at Reidy Park comes to an end, I would like to thank the present and past Governing Council Members, I have thoroughly enjoyed my time on the council and I wish you the best for the years to come. I look forward to visiting in 5 years time to see all the exciting changes that will be taking place.

Cathy Lunnay

Improvement Planning and Outcomes

The site improvement plan documented key priorities in Literacy, Numeracy and Student Wellbeing and Engagement. A summary of progress against these areas is described below:

Numeracy Key goals:

Increase the percentage of students achieving: the DECD SEA, higher proficiency bands and middle/upper growth in numeracy.

Improvement processes/actions and achievements:

Numeracy Higher Bands Achievement: 29% of Yr 3 students (a 4% increase from 2016), 16% of Yr 5 students (a 4% increase from 2016) and 17% of Yr 7 students (8% decrease from 2016). Further NAPLAN achievement is described in the School Performance Section. Other key actions included: Facilitation of staff engagement with achievement data through numeracy moderation cycles. Implementation of the 'Too Smart' intervention program for targeted Grade 2 students. Encourage school wide profile of mathematics: increase participation and achievement in PMA challenge and other school events.

Recommendations:

Increase the scope of the 'Too Smart' program to be inclusive of a larger target cohort. Increase consistency with the implementation of numeracy teaching blocks and explore the literacy demands of numeracy: problem solving and de-constructing questions. Strengthen teachers' capacity to design Mathematics learning for intellectual stretch.

Literacy Key goals:

Increase the percentage of students achieving: the DECD SEA, higher proficiency bands and middle/upper growth in Reading and Writing.

Improvement processes/actions and achievements:

Reading Higher bands Achievement: 33% of Yr 3 students (similar to 2016), 21% of Yr 5 students (a 11% decrease from 2016) and 19% of Yr 7 students (a 3% decrease from 2016). Further NAPLAN achievement is described in the School Performance Section. Other key actions included: Staff engagement with achievement data through writing moderation cycles. Explicit teaching of text types and focus on vocabulary, punctuation and paragraphing. Professional learning with Carmel Small (writing) contributed to staff understanding of teaching text types. Continued focus on the consistent implementation of existing school wide programs, including use of sight words in Junior Primary.

Recommendations:

Continue to revisit school's reading agreement and review our practices in this area. Consistency of assessment for reading in the Upper Primary: common approach to be adopted, including trial of the Cars and Stars program. Review and enhance processes for the school's intervention programs.

Student Wellbeing and Engagement Key goals:

Developing powerful learners (DECD Literacy and Numeracy Strategy). Growth mindset was determined as the vehicle for driving powerful learning, wellbeing and engagement throughout the year.

Improvement processes/actions and achievements:

Teaching and learning programs were developed to show active support in developing effective learning dispositions and to embed stretch and challenge for all learners. Setting Up for Success programs ran through all classrooms at the beginning of the year when teachers and students negotiated criteria for successful learning, codes of conduct and explicit thinking around communication and team work. The school values of Care, Courage and Respect became high priorities that led non-negotiable student behaviour expectations. This was celebrated throughout the year with Values Vouchers. Other teaching and learning programs: Play is the Way, a junior primary inspired Playful Pedagogies program with a Discovery Room, incorporating stretch and challenge into STEM. Team inquiry planning focused on using Learning Design thinking.

Recommendations:

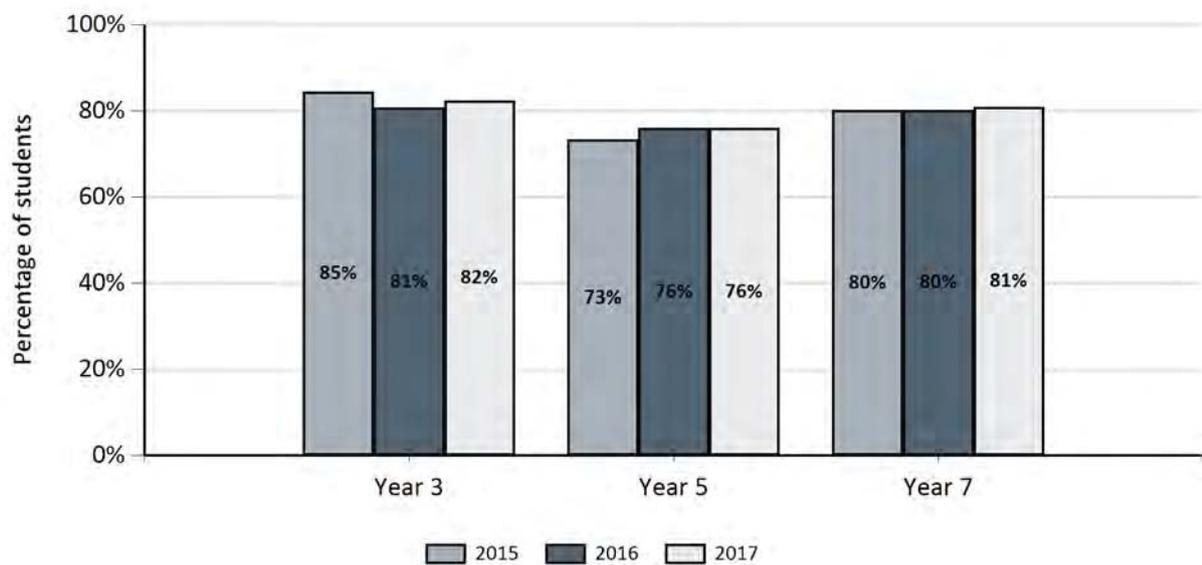
Further development of intellectual stretch, critical and creative thinking, student voice and STEM perspectives.

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.

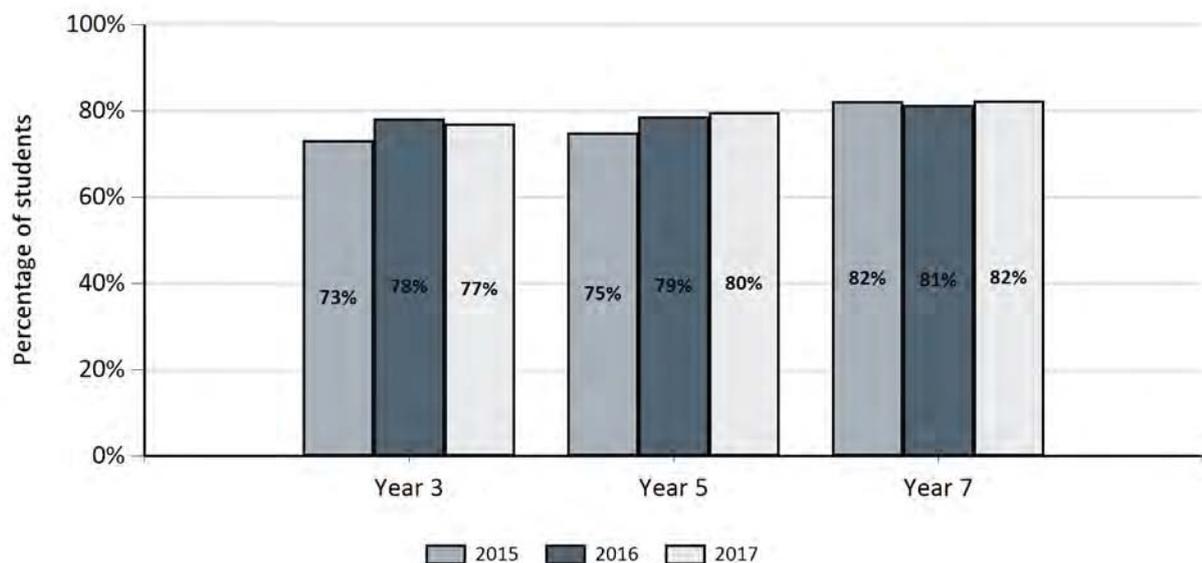
Reading



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	20%	17%	25%
Middle progress group	52%	55%	50%
Lower progress group	28%	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%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	23%	25%	25%
Middle progress group	53%	55%	50%
Lower progress group	25%	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	74	74	25	22	34%	30%
Year 3 2015-17 Average	74.3	74.3	26.3	18.7	35%	25%
Year 5 2017	79	79	17	12	22%	15%
Year 5 2015-17 Average	71.3	71.3	18.3	9.3	26%	13%
Year 7 2017	68	68	13	12	19%	18%
Year 7 2015-17 Average	83.3	83.3	18.0	17.7	22%	21%

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

Percentage of students who achieved the DECD SEA in NAPLAN:

Reading: Yr 3 achievement was similar in 2017 (82%) to 2016 (81%), Yr 5 achievement was the same in 2017 (76%) as 2016 (76%) and Yr 7 achievement was similar in 2017 (81%) to 2016 (80%).

Writing: Yr 3 achievement declined in 2017 (87%) compared to 2016 (93%), Yr 5 achievement increased in 2017 (80%) from 2016 (76%) and Yr 7 achievement also increased in 2017 (76%) from 2016 (70%).

Numeracy: Yr 3 achievement was similar in 2017 (77%) to 2016 (78%), Yr 5 achievement was similar in 2017 (80%) as 2016 (79%) and Yr 7 Numeracy achievement was similar in 2017 (82%) to 2016 (81%).

NAPLAN Progression Data

Reading progression from Yr 3 to Yr 5 indicated that students were slightly above the Aus average in the middle growth (52%) area but below in the upper growth (20%). The reading progression of Yr 5 to Yr 7 students was also slightly above the Aus average in the middle growth (55%) area but again lower in the upper growth area (17%). In 2017 there was a slight increase in the percentage of students in the upper growth area for Yr 5 and Yr 7 students.

Numeracy progression from Yr 3 to Yr 5 indicated that there were similar numbers of students achieving middle growth (57%) however there was an increase in the number of students who achieved upper growth (25%) compared to 2016 (18%).

Numeracy progression from Yr 5 to Yr 7 indicated that there was a slight decrease in the number of students achieving middle growth (55%) compared to 2016 (58%). A decrease in the percentage of students who achieved upper growth (23%) also occurred when compared to 2016 (34%).

Comment

NAPLAN achievement has highlighted that whilst the school is maintaining a sound level of achievement we need to identify and implement high impact strategies that will support student achievement and improvement. A factor highlighted by data analysis indicates that there is a difference in achievement between boys and girls, particularly in Literacy aspects of NAPLAN. This feature of the school's achievement data was surfaced in 2016 and in response the area of writing was identified as a focus. In 2017 there was an increase in the number of boys in Yr 5 and 7 who achieved the DECD SEA which was a pleasing outcome.

Percentage of students who achieved DECD SEA in PAT:

PAT-Reading					PAT-Mathematics					
Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	
2017	72.9%	83.3%	89.3%	72.9%	84.6%	71.6%	75.3%	86.8%	74.6%	77.2%
2016	83.8%	91.3%	75.8%	78.3%	80%	73.5%	84.7%	81.8%	81.4%	73.5%

Reading data indicated inferential questions an area of common growth with higher achievement evident in questions that focused on interpreting explicit information and retrieving directly stated information.

Maths data indicated number as an area for improvement with higher areas of achievement in geometry and statistics.

Running Records Data:

60% of Yr 1 & 68% of Yr 2 students achieved the DECD SEA (both below 2016 levels).

Attendance

Year level	2014	2015	2016	2017
Reception	94.5%	93.9%	94.7%	93.7%
Year 1	95.2%	94.4%	94.5%	94.5%
Year 2	95.2%	94.0%	93.0%	94.4%
Year 3	94.5%	95.1%	93.8%	94.5%
Year 4	95.0%	93.6%	94.6%	93.3%
Year 5	94.3%	94.1%	94.1%	95.4%
Year 6	95.9%	93.3%	95.6%	92.6%
Year 7	94.5%	93.3%	93.7%	93.0%
Total	94.9%	93.9%	94.2%	93.9%

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

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

Attendance Comment

Overall attendance levels remain similar to past years and close to the DECD target. An aspect that has been highlighted through analysis is the higher levels of unexplained absences from ATSI students. This has been addressed through our ACEO initiating contact with these families. There does not appear to be significant patterns in attendance rates for boys and girls. Grade levels with the highest attendance rates over the past 2 years have been middle primary grades and grade 7. Attendance concerns are initially followed by class teachers and then referred to the Attendance Officer.

Behaviour Management Comment

There has been an increase in the number of suspensions this year compared to last year. This can be attributed to a very small cohort of students and relate to incidents of violence. The school is proactive in the management and support of students, including working with families, the partnership's Behaviour Coach and liaising with local wellbeing resources such as CAMHS and Headspace. The school's Pastoral Care Worker provides 1:1 mentor support for identified students and also facilitates small group initiatives targeting specific needs, such as anxiety. These groups have been run in partnership with MIND. The school reviewed its Behaviour Management Policy during the year to promote consistency of practice across all classes.

Client Opinion Summary

Parent Survey

Approximately 10% of families completed this survey.

Areas of strength:

Teachers at this school expect my child to do their best.

The school is well maintained.

My child feels safe at this school.

I can talk to my child's teachers about my concerns.

My child likes being at this school.

Areas for growth:

My child's learning needs are being met and my child's teacher works with me to support their learning.

Staff Survey

Approximately 60% of staff completed this survey.

Areas of strength:

Teachers at this school expect students to do their best.

Students and parents at this school can talk to their teachers about their concerns.

This school looks for ways to improve.

Areas for growth:

Approach to behaviour management.

Maintenance and appearance of the school.

Student Survey

All classes from Yr 4-7 had the opportunity to complete the DECD Wellbeing and Engagement Survey. Previously this survey was completed in 2016 by our Year 6 and 7 students but was broadened to include Year 4 and 5 students in 2017. This year 245 students completed the survey which covers 7 areas within wellbeing (eg. optimism, happiness, life satisfaction and perseverance) and 14 areas within engagement and support (eg. connectedness with adults at school, cognitive engagement, school and social belonging).

Wellbeing: The survey results indicated that our students were very similar to other DECD schools in their responses. Areas where responses were slightly above DECD responses included optimism, satisfaction with life and emotional regulation.

Responses that were below DECD included sadness (I feel upset about things, I feel that I do things wrong a lot) and worries (I worry a lot about things at home and school, I worry about the mistakes that I make).

Engagement and support: The survey results indicated that our students were very similar to other DECD schools in their responses. Cognitive engagement was an area slightly above overall DECD response which was a pleasing outcome in relation to our whole school focus in that area. Responses indicated that students were concerned about being exposed to unfriendly social and verbal communication from their peers.



Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	20	15.3%
Other	1	0.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	6.9%
Transfer to SA Govt School	91	69.5%
Unknown	10	7.6%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Reidy Park continues to be supported by a large number of parents and caregivers. The DECD policy for managing volunteers, including the Relevant History Screening process is adhered to using the online application process. The school covers the cost of the screening process for all volunteers. In 2017 a Volunteer Policy was developed and a face to face RAN-ED training session was offered. Volunteers will continue to be encouraged to participate in this training, either via the online platform or future face to face sessions.

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	42
Post Graduate Qualifications	7

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	28.8	0.3	8.1
Persons	0	32	1	10

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

Financial Statement

Funding Source	Amount
Grants: State	\$4 670 404
Grants: Commonwealth	
Parent Contributions	\$291597
Fund Raising	\$13 638
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	The 0.2 salary is integrated into the Deputy Principal's role, The DP provides wellbeing support for targeted students and works in collaboration with the school's Pastoral Care Worker.	Connections with external agencies established. Support for at risk students.
	Improved Outcomes for Students with an Additional Language or Dialect	This funding is converted to SSO time to support students individually and in small groups and is facilitated both in and out of class.	Progress towards identified students in achieving SEA targets.
	Improved Outcomes for Students with Disabilities	This funding is converted to SSO time to support students individually and in small groups and is facilitated both in and out of class. This support is connected to learning goals documented in students NEPs	Progress towards goals documented on NEPs.
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	Resourcing needs are reflected in the annual budget to support student participation in camps and excursions. The Aboriginal Education Teacher (0.2) and ACEO work collaboratively to support students. Each student has a documented ILP which is reviewed throughout the year. Numeracy and Literacy funding, including students with learning difficulties funding, is used to implement specific intervention programs. This has included a focus on Mathematics. Primary Learning Improvement has supported teachers participation in professional development and to engage in collaborative planning.	Increased student participation in school events and activities. Timely follow up of student attendance matters. Improved student outcomes in Mathematics.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	This funding was used to establish a Senior Leader role with a focus on Teaching and Learning. It also contributed to intervention programs implemented by SSOs and teacher release for planning.	Further improvement in Literacy and Mathematics teaching in classrooms.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	N/A	