



Prospect Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Prospect Primary School Number: 368

Partnership: Adelaide - Prospect

Name of School Principal:

Karen Duval (Acting Principal)

Name of Governing Council Chair:

Liz Dowd

Date of Endorsement:

21/02/2017

School Context and Highlights

Prospect Primary School is located within the community of The City of Prospect Council, 6 km to the Adelaide GPO, placing us very much within the inner city suburban environment. Established in 1921, Prospect Primary enjoys a strong community base which values a high level of interest in The Arts and the environment. We celebrate the rich diversity of our students coming from 23 different countries. We are seeing a continued growth in our population with high density housing increasing within our school zone.

Our site strategic plan, focused on Literacy, Numeracy through Powerful Learning. Using innovative teaching practice within a personalised learning framework, educators at PPS, continued to provide learning experiences that ensured consistent improvement in achievement within the higher bands in years 3, 5 and 7. Following on from our Partnership's Numeracy priorities, staff training and development, staff focused on Anne Baker methodology, TfEL teach-on -strategy, providing a Guaranteed and Viable curriculum and building a mathematical mindset community.

As a testimonial to our high level thinking skills at PPS, we were privilege to have Emeritus Professor, Guy Claxton return to our school in term 4, to research the notion of building powerful learners.

Significantly conversations around valid data collection and ways to store data for whole school analysis, has led to the purchasing of a digital information system Sentral that will support future monitoring in the way we provide intellectual stretch to our students .

We had many notable highlights throughout 2016 including students participating in the National Tournament of minds in Queensland after their impressive win on a State level. Classes had many learning opportunities beyond our school enjoying the choir, debating, camps and numerous sporting activities including swimming, aquatics, SAPSASA.

Taking on feedback from our community, 2016 communication between home/school also became a priority with the introduction of e-newsletters and SKOOLBAG. Parents were also given greater payment choices with the introduction of QKR and Bpay. This has significantly helped the recovery of outstanding debt.

At the close of 2016 we have seen the demolition of our boundary fence as a new security fence is erected in the new year. Foundations were also poured for the new portables that will become the learning space for our year 2 team.



Governing Council Report

2016 was very busy year at Prospect Primary School and the Governing Council was involved in a great range of activities to support the staff, students and families. In addition to its involvement in setting the strategic direction of the school by reviewing policies and processes at school, most notably the uniform policy, there was also a vast amount of work and success achieved by several very active subcommittees- Fundraising, Grounds, Music, OSHC, Sports.

(Abridged dot points)

*OSHC :This service is highly valued by the parents and families of both Prospect Primary and Rosary School who rely on it to care for their children

*Fundraising: It is a very active group and this year was an outstanding contribution by the very hard working volunteers who planned and delivered the following events; Second Hand Uniform sales, Prospect Fair, Mother's Day Stall, Election day BBQ, School Disco, Father's Day Stall, Quiz Night and Sports Day.

*Continued improvement of the school grounds saw the Grounds Subcommittee take the initiative in developing a master planning strategy, holding a working bee and making great progress with the Kitchen Garden

*Gladstone Road crossing (which was an initiative of the Governing Council in 2014-2015) improved the access and safety for our students

*Sports and wellbeing is an important focus for our students and we are thankful for t the dedicated parents and families who support out of school hours sport via coaching, transport and umpiring.

*Following the lead from 2015, this year again saw a very successful music and performing arts concert late in 2016.

*improvement in communication with newsletters being distributed electronically to all who opted in. The introduction of Skoolbag App provided enhancement of genuine two way communication.

It is with deepest sympathies that I reflect on the very sad passing of Fiona Keen in late 2016 who was also an enthusiastic contributor to the Governing Council and the activities of its subcommittees in Fundraising, Sport and Music.

I thank my fellow Governing Council members, S Mc Conville (Dep Chair), P Berryman (Treasurer), H Hosking (Minutes Secretary), Mo Lee (City of Prospect Representative), S Cameron, A Macrae, BTaylor, S Underdown, CRyan, M Hosking, J Weller, S Nibloe, S Prasad, F Taylor, H Mack, N Veitch, R Hanson, S Braithwaite (Staff Rep) D Butcher (Finance) K Duval and L Hastings (Principals) for their support and encouragement.

Improvement Planning and Outcomes

Self-Review in 2015 identified the following learning focus areas for 2016

- To embed Powerful Learning strategies in the implementation of the Australian Curriculum
- To improve the reading growth and achievement of each student with a focus on high band achievement
- To improve the numeracy growth and achievement of each student with a focus on high band achievement
- To strengthen task design for intellectual stretch with a focus on high order thinking and problem solving

Progress to date in Site Improvement Plan strategies from evidence and data:

RUNNING RECORDS

- Year 1 By the end of year One we had more than 11% of our readers reading above state schools in the highest levels (21-26)
 - Year 2 By the end of year Two we had more than 5% of our readers reading above state schools in the highest levels
- Explicit teaching including Jolly phonics within Tier one class room practice will continue to be a foci during agreed literacy blocks. MiniLit will cater for learning difficulties within Tier two intervention. Greater monitoring of the intervention in literacy will be a priority for 2017.

NAPLAN

- Numeracy and Reading improvement flowing from the early years is evident in Year 3 NAPLAN Proficiency Achievement and upper skill band achievement in Numeracy and Reading
- Sustained improvement in reading from Year 3 through to Year 5 is evident in Year 5 NAPLAN Proficiency Achievement and upper skill band achievement
- Little or no change in Year 5 NAPLAN Numeracy Proficiency
- Little or no change in Year 7 NAPLAN Numeracy or Reading Proficiency

PAT MATHS

- 94.33% of students years 3 to 7 scored above the year 3 scale score.
- 57.19% of students years 3 to 7 scored above the year 7 scale score.
- 9.1% of students years 3 to 7 scored below the year 3 scale score. (15 students)

PAT READING

- 94.93% of students years 3 to 7 scored above the year 3 scale score.
- 63.3% of students years 3 to 7 scored above the year 7 scale score.
- 5.04% of students years 3 to 7 scored below the year 3 scale score. (12 students)

Implications for 2017 & future planning

- The literacy focus on reading appears to be having a positive effect on NAPLAN Proficiency achievement at Years 3 and 5.
- *Successful Reading Strategies in F-YR 5 need to be reviewed and applied to the Year 6 – 7 contexts leading to the design of an explicit strategy for improving reading achievement in the upper primary
- *Establish a Literacy PLC to review Literacy Policy and the Whole School Approach to the teaching of Reading to ensure consistency in the application of the agreement through a reading pedagogical audit
- *Reignite Guided reading as a whole school agreed strategy and provide up dated training in Running records.
- *Review the use of Lexiles as a monitoring tool for upper level reading and how it is used to drive explicit learning
- *Evaluation of how we monitor the reading skills and understandings of literature beyond running records level 30 is imperative.
- *Development of a whole school data collection sequence and agreement of practice imperative for future intellectual stretch to retain higher bands in Upper primary.

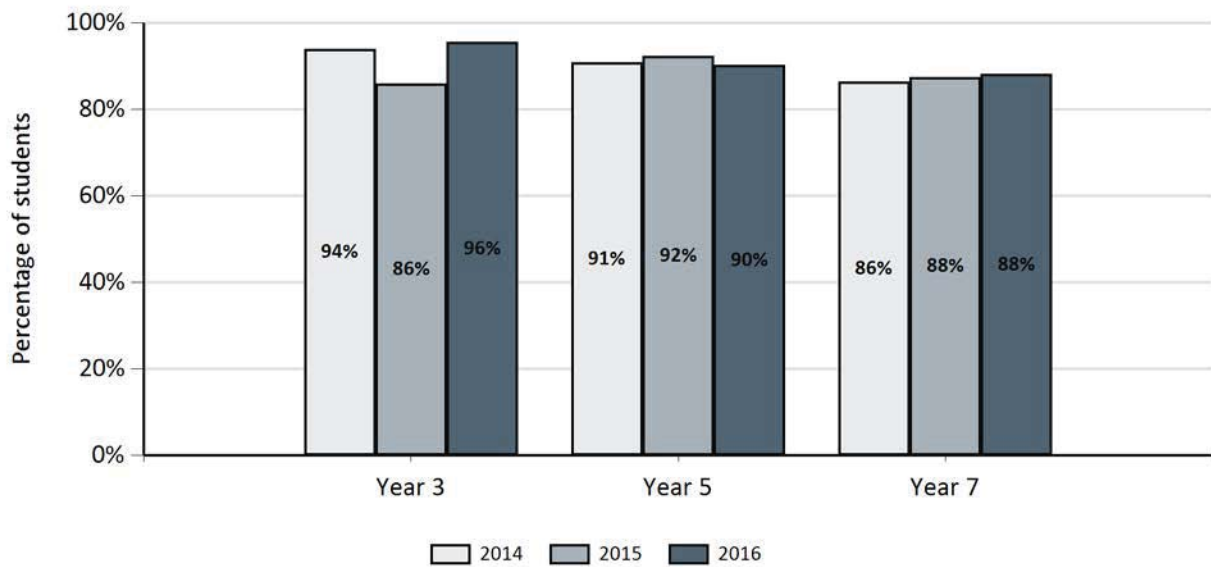


Performance Summary

NAPLAN Proficiency

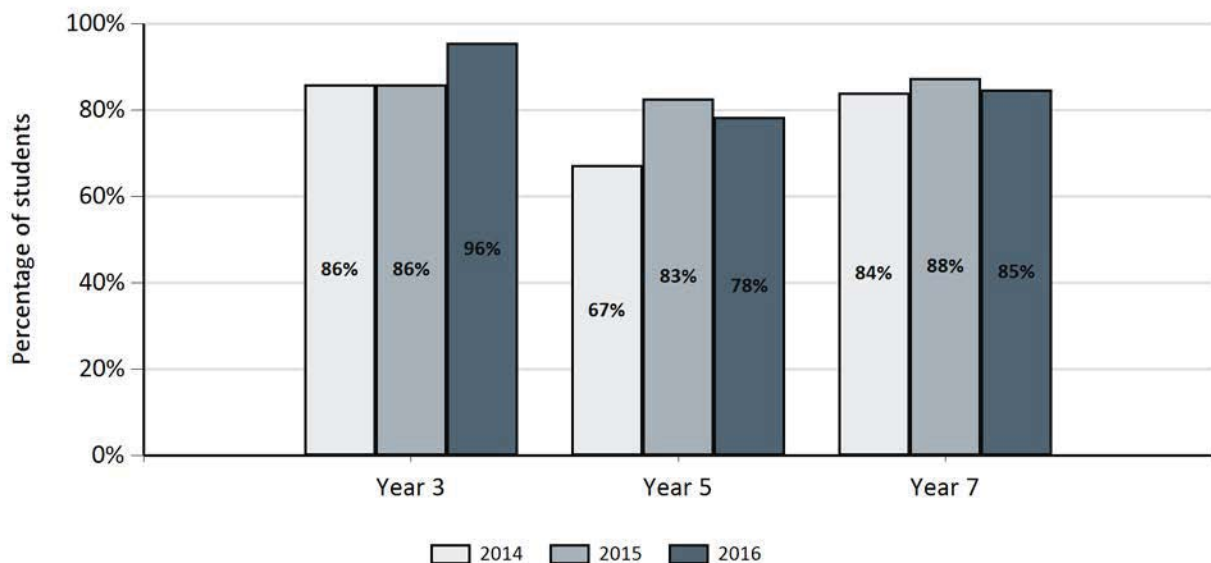
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	11%	12%	25%
Middle progress group	59%	52%	50%
Upper progress group	30%	36%	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	11%	18%	25%
Middle progress group	41%	40%	50%
Upper progress group	48%	42%	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	68	68	48	29	71%	43%
Year 3 2014-16 Average	56.0	56.0	34.0	20.7	61%	37%
Year 5 2016	51	51	26	16	51%	31%
Year 5 2014-16 Average	52.7	52.7	23.0	13.0	44%	25%
Year 7 2016	59	59	20	18	34%	31%
Year 7 2014-16 Average	47.7	47.7	17.3	13.7	36%	29%

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

NAPLAN NUMERACY Proficiency (Achievement above NMS)

- 3 successive improvements in Year 3 NAPLAN Proficiency (96% SEA achievement and 6% improvement in upper two band achievement)
- Little or no change at Year 5 (78% SEA achievement); 6% improvement of upper band achievement
- Little or no change at Year 7 (85% SEA achievement); 4% improvement of upper band achievement

NAPLAN NUMERACY NMS and Standardized Progress

- Achievement - Year 3 (96%) Year 5 (100%) Year 7 (96%)
- High level standardized progress from Year 3 – 5 (48%) and from Year 5 – 7 (42%) State Average (25%)

NAPLAN READING Proficiency (Achievement above NMS)

- Improvement at Year 3 (96% SEA achievement and 10% improvement in Year 3 upper two band achievement)
- 3 successive improvements in Year 5 NAPLAN Proficiency (90% SEA achievement and 7% improvement in upper two band achievement)
- Little or no change at Year 7 (88% SEA achievement and 2% decline in upper skill band achievement – about 4 students less than the school's average)

NAPLAN READING NMS and Standardized Progress

- Achievement - Year 3 (94%) Year 5 (98%) Year 7 (98%)
- High standardized progress from Year 3 – 5 (30%) and from Year 5 – 7 (36%) State Average (25%)

Implications for 2017 & future planning

- Develop strategies for gathering and responding to learner feedback about levels of challenge and engagement in Mathematics: What are the students saying about their experience of the learning program and levels of support, challenge and engagement?
- Develop or review Literacy Policy and the Whole School Approach to the teaching of Reading and ensure consistency in the application of the agreement through a reading pedagogical audit
- Design an explicit strategy for improving reading achievement in the upper primary
- Research and develop a whole school numeracy agreement and implement the viable guaranteed curriculum in mathematics
- Resource and facilitate learning teams to focus on Learning Design, Assessment and Moderation
- Provide training and development in the use of Sentral to store, extrapolate and communicate evidence of learning to students and their families.

Attendance

Year level	2014	2015	2016
Reception	94.4%	93.8%	93.6%
Year 01	93.3%	95.5%	93.6%
Year 02	94.6%	92.7%	92.5%
Year 03	95.1%	93.9%	94.3%
Year 04	94.2%	94.7%	93.4%
Year 05	96.0%	94.5%	95.3%
Year 06	91.6%	96.0%	92.1%
Year 07	93.2%	92.6%	94.7%
Primary Other		93.8%	
Total	94.1%	94.2%	93.7%

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

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

Attendance Comment

- 2016 Average Attendance = 93.7% (DECD Target 95% Not Met)
- Chronic Absence and lateness (43 Students)
- Habitual Absence and Lateness (65 Students)

Processes for monitoring attendance include daily roll book data entry and courtesy calls for unexplained absences after three days made by class teachers. Processes for responding to chronic and habitual absence include leader follow up by phone call and home visit as necessary. Attendance plans are written up for identified students. Letters are posted home each term for students of concern. Advice is sought from Attendance Officer.

Behaviour Management Comment

In 2016 there were 77 behavioural issues entered onto EDSAS indicating students were spoken to by leadership. This is almost half the number of interventions compared to 2015. There were seven suspensions one less than in 2015. Building positive relationships with parents has enabled better communication with families by teachers/leadership when issues have arisen. As powerful learners students have been given opportunities to set goals around how they will build relationships and collaborate with their peers. Parents rated (parent Survey 2016) our expectations for high standards in behaviour at 5.2 out of 6. Our students understand the need to live our school values at all times. We often received positive feedback from others in the community.

Client Opinion Summary

Parents were surveyed in November 2016. (1 =strongly disagree and 6 = strongly agree). The average scores from the surveys returned were:

Teaching & Learning 4.92
 Support of Learning 5.01
 Relationships & Communication 5.11
 Leadership & Decision Making 5.12

For the overall satisfaction of the school with 6 equaling very satisfied we scored an average of 5.2. Many parents chose to provide a written comment. Majority of those comments were around the positive change in leadership and the home/school communication systems that are now in place.

From the 2016 year 6/7 Survey of Wellbeing and Student Engagement

Happiness	Low 13.3%	Medium 25.6%	High 61.1%
Connectedness with adults at the school	Low 14.1%	Medium 31.5%	High 54.3%
School climate (treating each other with respect)	Low 16.0%	Medium 34.0%	High 50.0%
Friendship Intimacy (at least one good friend)	Low 10.0%	Medium 14.0%	High 70.0%
Cognitive engagement (willingness to work)	Low 04.0%	Medium 42.0%	High 53.0%
Engagement (being absorbed, interested in learning)	Low 04.0%	Medium 42.0%	High 53.0%

Teacher wellbeing was a significant concern in 2016 with days absent being significantly high in the first half of the year. Counseling and support was outsourced for some staff members. Having considerable change in leadership over many years with the lack of direction was sited as a major concern. Staff have worked hard to build professional teams whilst working collaboratively to reconstruct whole school collegiality. In 2017 sub teams will be developed so staff can work closely with colleagues in team teaching situations enabling further sharing of skills, expertise and knowledge.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	13	18.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	7.2%
Transfer to SA Govt School	49	71.0%
Unknown	2	2.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Parents who take part in activities that do not include their child, e.g. transport, coaching, volunteering on a regular basis and people volunteering who are not part of the school community are advised about the legal requirements to apply for relevant screening on-line and are provided with the application details. Support is given re 100 point checks. Confirmation is provided to the school and documented and monitored for currency. Risk management procedures for school excursions include checking that screenings are current. Parents are informed about obligations annually via E-News.

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	40
Post Graduate Qualifications	7

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	25.4	0.0	7.2
Persons	0	26	0	10

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

Financial Statement

Funding Source	Amount
Grants: State	\$155,000
Grants: Commonwealth	\$21,844
Parent Contributions	\$167,634
Fund Raising	\$16,699
Other	\$4,196

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	Deputy Principal released from teaching commitments (0.2FTE) to respond, document and monitor behaviour and attendance concerns of students at risk. Counsellor identified to design and lead a targeted wellbeing program	2017 goals documented re student leadership/ student voice
	Improved Outcomes for Students with an Additional Language or Dialect	EALD Teacher (0.6) worked alongside teachers in classrooms to scale and support individual students and provide intercultural understandings learning opportunities at class and whole school community level.	The use of Language and Literacy Levels will be refined and embedded in 2017
	Improved Outcomes for Students with Disabilities	Additional support for speech and language, OT, reading and numeracy is provided by trained SSOs to 'Tier 3' students 1.1 and in small groups using teacher designed learning tasks or commercial programs, e.g. Mini Lit	Recommendations following NEP processes/ documentation review to be implemented
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	Australian Curriculum funding was directed to teacher professional development 1) Effective teaching and learning in AC Mathematics (Mathematician in Residence Program 2) Learning design, assessment and moderation in Mathematics 3) Conference - Strategies for teaching reading Teachers were released to work in teams to develop capacity for 'teaching for powerful learning' e.g. the use of transformation strategies in Mathematics to ensure intellectual stretch in learning tasks	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	The improvement of Literacy and Numeracy outcomes for Tier 2 students was supported in part through investment in quality resources for students with dyslexia and dyscalcula	
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	Gifted Arts program occurs weekly for students identified as gifted.	
	Primary School Counsellor (if applicable)	N/A	