

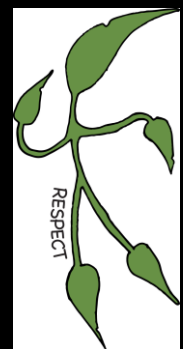
PROSPECT PRIMARY SCHOOL

A Community of Learners

ANNUAL REPORT

Personalising Learning in a Creative and Digital Environment

Principal- Lynne- Maree Hastings

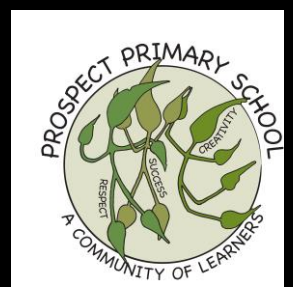


CREATIVITY

RESPECT

SUCCESS

2015



27 Gladstone Rd. Prospect South Australia

Welcome to- The 2015 Annual Report for Prospect Primary School-

The story continues



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Context-

Prospect Primary School is located within the community of The City of Prospect Council. This is approximately 6 km to the Adelaide GPO, so very much an inner city suburban environment. Prospect Primary School was established in 1921, as initially two separate schools comprising a Junior Primary and Primary School. The school became combined as one when Boyle Street was closed in 1977.

The buildings comprise of two brick buildings (both part of the original schools) that house the classroom learning environments, there are both Performing Arts and Specialist Visual Arts buildings, with a modern galvanised building for the School Library, and another brick building for Administration. The school also has a large gym in which whole school assemblies occur each fortnight, and specialist programs.

Prospect Primary School is set in a beautiful parkland environment with the City of Prospect Council providing support of maintenance for the school oval which is also accessed for use by Rosary School during school hours and the general community after school hours.

Prospect Primary enjoys a strong community base which values a high level of interest in The Arts and the environment. Parent and volunteer involvement is high and also strongly encouraged through a vibrant School Governing Council. Our school is working with Save the Children Foundation to be known as a Global Peace School, and as such celebrates the rich diversity of 203 of our students out of 455 coming from 38 different countries around the world.

An Out of Hours School Care (OHSC) program began in 2013 and has developed into an important service for families to access.

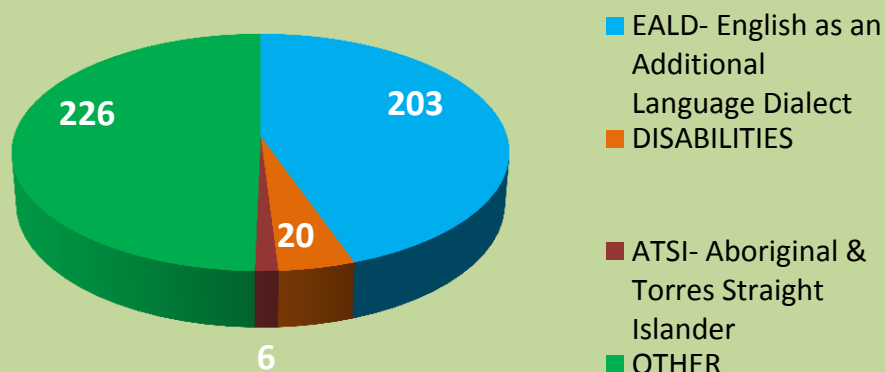
Also Greek, French, Music and a well-supported Sports program including Soccer, Cricket, and Netball are accessed by families as extra-curricular activities. Music is taught to over 100 students privately and both a school band and a DECD Instrumental Music Strings program is taught to students.

In 2015 Prospect Primary School continued to develop close networks as a part of the DECD Adelaide/Prospect Partnership. This enables Prospect Primary to work in collaboration with both feeder pre-schools, other primary schools within our area and Adelaide High School to ensure continuity of learning can occur for our students. Our site Improvement plan was aligned with the priorities of both the partnership and the DECD State Strategic Plan.

The school values of Creativity, Respect and Success are interwoven throughout Personalised Learning Programs which utilise Digital Technologies to ensure students are engaged and achieving to their best potential. Students also access specialist programs which consist of Greek Language Studies, Physical Education, History and Geography, Visual Arts and Performing Arts. The Year 6/7 students are able to join the school choir and perform at the Festival Theatre each year, and also participate in a range of interschool and SAPSASA (sporting) competitions. The Year 7 students to attend highly successful 4 day learning program of Civics and Citizenship in Canberra.

In 2015 our Student Statistics were characterised by....

STUDENTS 2015 TOTAL 455



- 80 students from 203 were born overseas
 - Greatest percentage of students from India and Greece
 - 38 Countries of origin
- Identified Languages spoken include-** Arabic, Bengali, Bosnian, Cantonese, Czech, Croatian, Dari, Dutch, Greek, Gujarati, Hindi, Malay, Mandarin, Marathi, Nepali, Persian, Punjabi, Serbian, Sinhalese, Slovak, Spanish, Swahili, Tagalog, Thai, Turkish, Ukrainian, Vietnamese, Zande

Enrolment Trends

2011	2012	2013	2014	2015
381	400	416	421	455



The trends above indicate that Prospect Primary School student population is increasing, and in 2015 only students living within the zone accessed Prospect Primary School as a new enrolment. The Governing Council in conjunction with DECD have voted formally to extend the zone and share enrolments with Nailsworth Primary School for 2016 from an area previously unzoned from Prospect Rd across to Main Nth Rd.

In 2014, a capacity audit was undertaken to apply for a new double classroom unit and this process continued throughout 2015 with expected provision for the commencement of 2017.

Due to a need for the Junior Primary Building to be upgraded, a redevelopment was negotiated with DECD and the Governing Council so that inside space was converted to a suitable option for a new classroom area. This provided another space for a class of students.

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	91.6	94.4	93.8
Year 1	93.1	93.3	95.5
Year 2	96.0	94.6	92.7
Year 3	94.1	95.1	93.9
Year 4	95.0	94.2	94.7
Year 5	93.7	96.0	94.5
Year 6	93.6	91.6	96.0
Year 7	93.3	93.2	92.6
Primary Other	88.2		93.7
Total All Year Levels	93.8	94.1	94.2

It is pleasing to note that the PPS 2015 Total Attendance Percentage Rate of 94.2% exceeded the DECD target of 93% and was very slightly above the 2014 %.

Many families however seek exemptions for family holidays, cultural and religious endeavours overseas. The total exemptions for 2015 were 80.

The Early Years-2015



2015 proved to be a challenging year for the junior classes in Building 9, with renovations that took longer than expected to complete and a fire at the start of the July school holidays. As a result classes were relocated into other areas of the school that were not entirely conducive to Early Years methodologies.

The social and emotional development of children became an even more focussed priority to ensure that students felt secure and confident in their learning environments.

The Reception staff also undertook the Australian Early Development Census with their students measuring children's development across five domains of Physical health & Wellbeing, Social Competence, Emotional Maturity, Language & Cognitive skills, and lastly Communication skills and General knowledge.

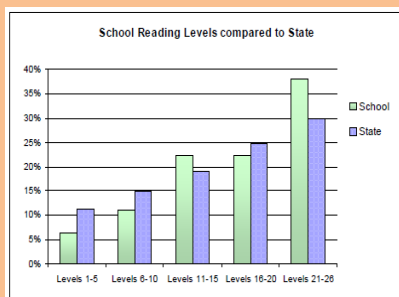
Jolly Phonics, Mini Lits and Oral Literacy based programs ensured that students were able to develop their understanding of English.

Class teachers used the Screening for Phonological Awareness test, ongoing assessments with the Oxford 300 Word List and Running Records throughout the year to monitor progress of individuals.

A Transition Program was developed at the end of 2014 in collaboration with the Adelaide/ Prospect Partnership so that transitioning students for 2015 were closely monitored and discussed to assist with their continuity of learning.

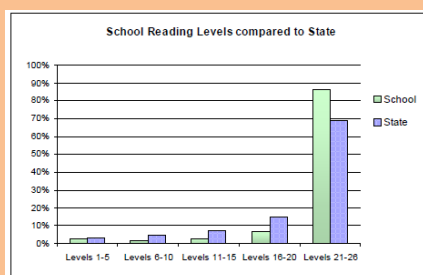
Running Record Results-

DECD Expected Achievement- (Year 1 to meet or exceed Level 17)



As the graph indicates our Year 1 students 69.8 % have met or exceeded the expected achievement level. In 2014 55.4% had met this target so growth has occurred in 2015 as far as more students achieving compared to last year's students.

DECD Expected Achievement- (Year 2 to meet or exceed Level 21)



As the graph indicates 85.1% of Year 2 students in 2015 have met or exceeded the DECD Standard of Educational Achievement compared to 70.2% percent of students in 2014.

Both results of Year 1 and Year 2 are above the state reading levels.

The Australian Early Development Census for 2015 indicated For 57 children at Prospect Primary School 56 attended Pre-School, with over 90% of the students Physical Health & Wellbeing being developmentally on track however the Emotional Maturity score was the lowest of 69.8%. A focus will continue for 2016 on the social and emotional development of our early Years.

The Australian Curriculum Standards

DECD Standard of Educational Achievement- Year1- Year10 (Achievement at a "C" or above in each learning area)

In 2015 all teachers used the Australian Curriculum Standards to report the achievement of students. The Reception students were assessed through the Foundation Level of the Australian Curriculum.

Below is an overview of the Year 1 & 2 students' tally of C or better in English and Mathematics.

Subject	2014 Total Yr. One C Grade or better	2015 Total Yr. One C Grade or better	2014Total Yr. Two C Grade or better	2015 Total Yr. Two C Grade or better
English	58	45	37	62
Mathematics	64	36	42	63

During 2015 teaching staff worked together in assessing students within their teams, and began professional learning on Moderation with other teachers from the Adelaide/Prospect Partnership.

Areas for consideration in 2016-

For staff to continue to design tasks that enable all students to achieve to their potential through a moderation process.

The Primary Years-2015

In 2015 all staff continued to meet each week in teams to plan, review programs, discuss individual students with regard to their progress and needs.

Personalised Learning and differentiating the curriculum for learners featured as a priority for the primary teachers and core teaching moments were instigated within the middle primary through the development of understanding a "Growth Mind Set" and how learning happens. One student successfully wrote a letter to Professor Guy Claxton asking him to visit the school to discuss learning. This resulted in an ongoing conversation and learning through email after his visit.

Visits to the Prospect Library and Community Gardens and also Prospect City Council allowed our students to make connections about the value of living and participating within their local community.

Students attended camps including at the Zoo, Arbury Park, and for the Year seven's Canberra.

Primary Students worked with buddies in the Junior Primary.



The Australian Curriculum Standards

DECD Standard of Educational Achievement- Year1- Year10 (Achievement at a "C" or above in each learning area)

In 2015 all teachers used the Australian Curriculum Standards to report the achievement of students.

All R-7 Staff used 2 of the Australian Curriculum Implementation Pupil Free Days to continue learning about the Standards, and reviewing our Literacy and Numeracy priority areas as a part of our Site Improvement Plan and moderating task design.

Three professional learning communities of practice were established to enact the research and work toward our Improvement Priorities. These incorporated Powerful Learning, Numeracy and Literacy.

All staff including support staff attended professional learning with Sheena Cameron focussing on writing strategies along with other sites from the Adelaide/Prospect Partnership.

5 teaching members of staff attended ongoing professional development with Anne Baker enhancing their practices in teaching methodologies for Mathematics.

Below is the achievement numbers of students who received a C or better and met the DECD Standard of Educational Achievement.

	Subject	2014 Total C Grade or better	2015 Total C grade or Better
Year 3	English	40	41
Year 3	Mathematics	42	39
Year 4	English	35	45
Year 4	Mathematics	36	46
Year 5	English	35	43
Year 5	Mathematics	34	43
Year 6 & 7	English	43	59
Year 6 & 7	Mathematics	43	51

Areas for consideration in 2016-

All staff (Rec-7) will be involved in moderation of work samples to ensure that both grading of work achieved is accurate and that the tasks and teaching models enable all students to achieve to their fullest potential. This is one of the DECD Strategic Targets of "Higher Standards of Learning Achievement"

NAPLAN 2015-

DECD Standard of Educational Achievement-

The expected achievement is demonstrated when students achieve the following proficiency bands.

Year Level	Year 3	Year 5	Year 7
NAPLAN Proficiency Bands	3 or above	5 or above	7 or above

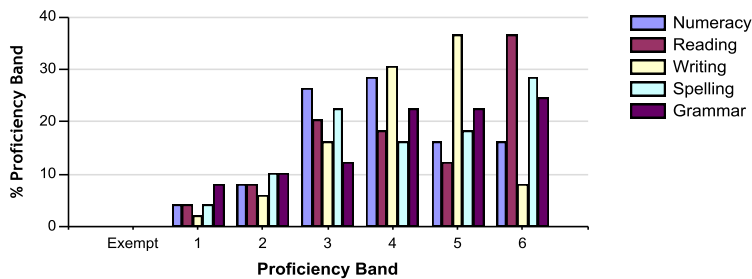
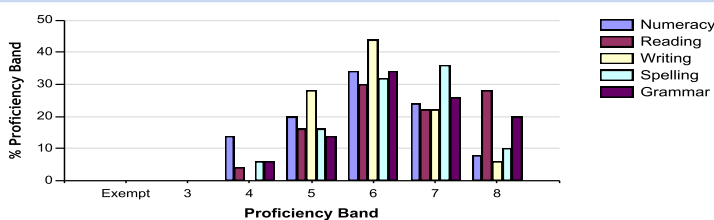


Figure 1: Year 3 Proficiency Bands by Aspect

Year Three Analysis As indicated above-

87.7% of students met or exceeded Proficiency Band 3 in Numeracy
 87.7 % of students met or exceeded Proficiency Band 3 in Reading
 91.8% of students met or exceeded Proficiency Band 3 in Writing
 85.7% of students met or exceeded Proficiency Band 3 in Spelling
 81.5 of students met or exceeded Proficiency Band 3 in Grammar

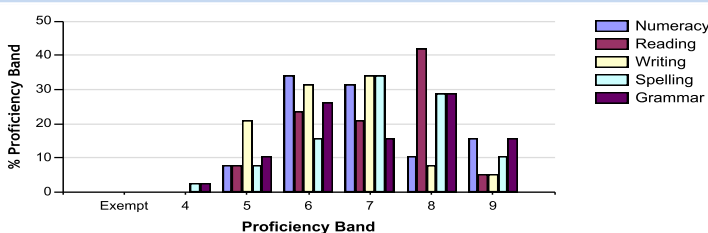
Figure 2: Year 5 Proficiency Bands by Aspect



Year Five Analysis As indicated above-

86% of students met or exceeded Proficiency Band 5 in Numeracy
 96% of students met or exceeded Proficiency Band 5 in Reading
 100% of students met or exceeded Proficiency Band 5 in Writing
 94% of students met or exceeded Proficiency Band 5 in Spelling
 94% of students met or exceeded Proficiency Band 5 in Grammar

Figure 3: Year 7 Proficiency Bands by Aspect



Year Seven Analysis As indicated above

57.9% of students met or exceeded Proficiency Band 7 in Numeracy
 68.5% of students met or exceeded Proficiency Band 7 in Reading
 47.4% of students met or exceeded Proficiency Band 7 in Writing
 73.6% of students met or exceeded Proficiency Band 7 in Spelling
 60.5% of students met or exceeded Proficiency Band 7 in Grammar

Figure 7: Year 3-5 Growth

NAPLAN School Growth: Year 3-5

NAPLAN School Growth: Year 3-5

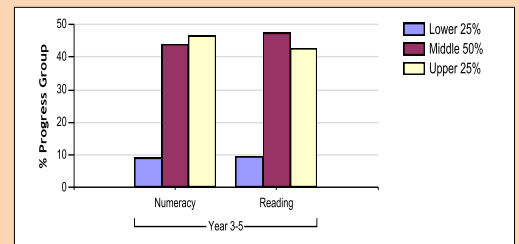


Table 7: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	9.3
	Middle 50%	44.2
	Upper 25%	46.5
Reading	Lower 25%	9.5
	Middle 50%	47.6
	Upper 25%	42.9

NAPLAN School Growth: Year 5-7

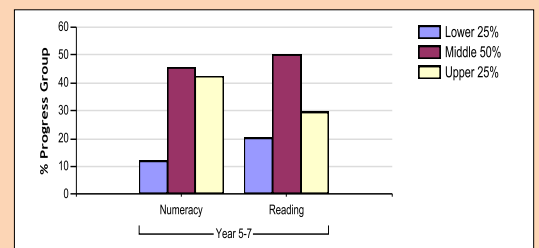


Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	12.1
	Middle 50%	45.5
	Upper 25%	42.4
Reading	Lower 25%	20.6
	Middle 50%	50.0
	Upper 25%	29.4

Areas for 2016 Consideration

As indicated by the Growth from Years 3 to 5, and 5 to 7 there is an area for development in assisting students as they progress through primary school to achieve in the higher bands. Staff analysis of individual questions indicated that our students found inference and the higher order problem solving skills an area for development in 2016. The use of procedural skills from Mathematics to solve problems in other contexts also needs development along with task design to enable intellectual stretch.

Strategic Planning Process for 2015

Due to feedback from the Governing Council and staff of the value of a Strategic Planning day in 2014, where staff and Governing Council were involved in reviewing previous priorities to develop a Site Improvement Plan and re-engage with the site values and vision, another day was planned to review the progress and celebrate achievement.

Each of the three staff professional learning communities presented some of the work achieved under site priorities of Powerful Learners, Numeracy and Literacy. Students presented their work and ideas of taking ownership of their learning, and representatives of the Prospect City Council and other parent representatives were able to input into group discussions and analysis of some of the data provided. This data also included the Adelaide /Prospect Partnership work and the DECD Standards of Educational Achievement to observe what was relevant to our site for the future.

The Governing Council Chairperson Liz Dowd also gave a perspective of the community and trends for the Future.

This was to ensure that the voices of the school community were heard and appreciated with their views of what could be of benefit and what was valued for the students with regard to both learning, and wellbeing.

Our Site Improvement plan was reviewed further for 2016 based upon the achievement data analysis and agreement of the areas to enhance Prospect Primary School.



In 2014 Community and Governing Council Feedback was for a return to Sports Day with traditional teams Smith, Nock, O'Connell, and Westgarth in 2015. The day was a resounding success with Smith the overall winners for the day.



What was Valued

Community Involvement- Heart is the School- parents and wider community

The Arts Program- Visual Performing,

Music – Instrumental, the Band, the Strings, Performances

Assemblies- Celebrating successful learning and wellbeing

Creativity Respect Success- our school values

Cultural Diversity including outside environments to promote our global connections of families

Personalised Learning with Digital Technologies

The Environment with Sustainability programs

Updating the Kitchen Garden Program to involve more classes and re-ignite the Master plan for the Grounds

Learning Spaces & environment

Involving students with their local community

Raising standards of achievement and ensuring students reach their potential

Wellbeing- Student perspective about learning and thinking

Interactive-ness of learning

History of the School and Australia- ANZAC DAY 2015

Year Sevens Leaving a Legacy Mosaic Project

Canberra Trip

Wellbeing and Healthy Lifestyles

Prospect Primary School Strategic Plan 2015-16

Our Vision- To offer innovative teaching practice within a personalised learning framework that supports all students to become successful, creative, and powerful learners.

Our School Values

<p style="text-align: center;">Creativity</p> <p>In partnership with Prospect Community acknowledging that our students are global citizens with rights, responsibilities and an entitlement to a culturally & socially inclusive environment.</p>	<p style="text-align: center;">Success</p> <p>To engage all students to become lifelong learners by providing an environment that supports each learner to become empowered in achieving their individual best and become positive advocates for sustainability of our future world.</p>	<p style="text-align: center;">Respect</p> <p>For all members of the Prospect Primary School Community to foster a culture that promotes inclusivity, genuine care and respect for others, and pride for the history and present Prospect Primary School and the wider community</p>
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Our Priority- To improve individual student achievement in Literacy & Numeracy as measured against the DECD Standards of Expected Achievement through Powerful Learning & Teaching Methodologies

<p style="text-align: center;">Powerful Learners</p> <ul style="list-style-type: none"> To create a whole school framework and understanding of methodologies that enable Personalised Learning for each student through use of the TEFEL Framework To embed Australian Curriculum within P.L to ensure that all students have the potential to achieve and advance their learning as measured against the DECD SEA. To continue to develop Student Intervention programs with Support services 	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> To increase individual achievement growth for all students as measured by PAT-R, Running Records, ESL scale scores & school based scores associated with DECD SEA in English Literacy NAPLAN results to demonstrate consistent improvement in achievement in the higher bands in Year's 3,5,7 	<p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> To increase individual achievement growth for all students as measured by PAT-M, school based scores associated with DECD SEA in Mathematics Numeracy NAPLAN results to demonstrate consistent improvement in achievement in the higher bands in Year's 3,5,7
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A Wellbeing Framework- Supports Prospect Primary School's Journey as a "Save the Children's Global Peace School"

<p style="text-align: center;">Social Environment</p> <ul style="list-style-type: none"> Restorative practices Rights & Responsibilities Acknowledgement & Celebration of work achieved for all students <p><i>DECD Strategic Plan Priority 2014-2017-</i> <i>Engage Children, Families & Community through-</i></p> <ul style="list-style-type: none"> Involvement in the Planning, Reviewing & Decision Making Process 	<p style="text-align: center;">Learning Environment</p> <ul style="list-style-type: none"> Student ownership of achievement data monitored with teachers Reggio Emilia approach Creative learning environments with active participation, problem solving & student voice Digital Environment with access to Technologies for learning <p><i>DECD Strategic Plan Priority 2014-2017-</i> <i>Higher Standards of Achievement through-</i></p> <ul style="list-style-type: none"> Challenge, Engagement in learning, and Equity 	<p style="text-align: center;">Cultural Environment</p> <ul style="list-style-type: none"> Celebration of our many & combined cultural diversity Celebration of success Global Education founded on rights & responsibilities <p><i>DECD Strategic Plan Priority 2014-2017</i> <i>Improve Health & Wellbeing through</i></p> <ul style="list-style-type: none"> The provision of universal and targeted education considering the whole child Transition points of both Pre-School & Secondary to demonstrate consistency of learning
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Working Toward our Priorities 2015-

Powerful Learners

- Work has continued on developing staff understanding of Powerful Learners and the use of Fixed and Growth Mind sets as a methodology to promote intellectual stretch.
- In 2016 this will be continued with use of the Teaching for Effective Learning Framework and through staff professional learning.
- Embedding Australian Curriculum within P.L for improvement and achievement of each student continued for 2015 with staff having a greater understanding of the Australian Curriculum and reporting to the standards through the moderation of assessment tasks.
- As stated Attendance data for PPS is above the DECD target for 2015. (94.2%)
- The area for consideration in 2016 is to ensure continuity of learning for each child, especially at the critical transition points of Pre-School to school and Year 7 to Year 8 and a differentiated curriculum based upon student feedback and reflection in learning.
- 5 staff involved with the Scientist in Residence Program with Martin Westwall to review and lead staff with Science as a part of the Adelaide/Prospect Partnership

Literacy & Numeracy

- Individual achievement growth for all students has been measured by PAT-R, Running Records, ESL scale scores & school based scores associated with Achievement Standards in English Literacy NAPLAN results.
- Staff are developing the use of data to monitor the achievement of students in order to facilitate higher levels of success.
- 5 Staff have attended the Anne Baker mathematics professional learning to modify and review their methodologies in teaching of mathematics
- By sharing student achievement data in teams this has helped to create an understanding of whole school sharing and ownership of the improvement agenda through data use. 2016 is to implement whole school agreements on monitoring data.
- Dedicated Special Education and EALD Teacher to ensure that all students with needs are regularly reviewed and have programs for Literacy and Numeracy Achievement, working in partnership with families and support staff. 2016 priority is to review student intervention programs.

Actions for 2016

- For 5 more staff to be involved in the Mathematics Strategy with Adelaide/Prospect Partnership to lead coaching in Mathematics R-7
- JP Teachers to become involved in Transition programs and understanding of Structured Play based Learning through the Reggio Emilia Philosophy
- All staff involved in Moderation of work to ensure grade standards are consistent with other schools.
- Programs that encourage creativity, personalised learning, and a specialised focus on higher order thinking strategies to be investigated
- All staff to attend Sheena Cameron Reading Comprehension Pupil Free Day
- For all staff to commit to whole site agreements in the use of TfEL pedagogies to promote Powerful Learners
- For all staff to implement whole staff agreements in Numeracy and Literacy practices
- The review and renewal of Wellbeing programs R-7



Highlighted achievements for 2015

The winning of the State History Prize for the work students did toward the 100 Years of ANZAC. This also included in Visual Arts designing and making a mosaic poppy mural as a tribute and another class's contribution of hand-made poppies for the City of Prospect Library.

The introduction of Prospect Primary School hosting International Education Homestay visits, along with International Education students

The introduction of Prospect Primary School becoming a Global Peace School has ensured that all cultures and some significant days are being acknowledged and celebrated with a group of students performing a Peace Dance at Tandanya.

The continued access to specialist teaching of the Visual Arts and Performing Arts enabling some students to work with radio, television media and create art pieces that are acknowledged for Creativity and high achievement- One student was able to enter work into the "Young Archie's" (Archibald) competition.

The Canberra trip raising awareness of Australia as a nation, the politics and history involved with war and federation.

Volunteers celebrating their collaboration with staff for enhancing learning



Year 7's place poppies at the National War Memorial Canberra

Celebrations in Pictures

Book Week highlights the enjoyment of reading.



Stephanie Alexander Kitchen Garden Foundation



In 2015 this enabled some students to learn about Healthy Lifestyles through gardening and cooking. In 2016 this will include a designated day each fortnight for classes to participate in the new Kitchen Garden and visits to the Community Garden.



The School Band performs at Prospect Under the Stars



The use of Digital Devices, Media and Radio, BTN filming to enhance learning and work in Performing Arts



International Education Homestay Visits a huge success with community and school. Have accepted 5 students for long and short term schooling, with 15 students from Korea and visiting Pre-Service teachers booked for February 2016. We also have an expected 9 students enrolling on a permanent basis



Summary for 2015

This year the staff consisted of 23 full time equivalent teaching staff of which 5 are contract. The leadership component was a full-time Deputy Principal and a Coordinator in Data Management with ICT.

The Administration and Support staff totalled 7 members, who assisted with clerical, finance and classroom support. There has been a temporary finance officer and temporary front administration. These matters are to be resolved in 2016 with approval anticipated from HR to advertise these positions on a more permanent nature.

Workforce Composition

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	22.80	0.98	5.07
Persons	0	23	1	7

Teacher Qualifications

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	39
Post Graduate Qualifications	6

A GSE works for 18 hours per week undertaking Grounds and general handyman tasks, associated with breakdown maintenance. The City of Prospect Council is responsible for mowing the Oval and surrounds as it is a generally shared space for local community after hours. DECD and the council have reviewed the contract and established a committee to

The Health & Safety Committee met regularly along with P.A.C and staff worked together in teams. Policies such as The Grievance Procedures, Decision Making, First Aid, Emergency Evacuation procedures, and Inclement Weather procedures were reviewed. Staff worked on developing a Code of Conduct and Wellbeing strategies for managing workloads.

2015 proved to be a difficult year with renovations taking much longer than expected and a fire to building 9 in the July school holidays causing space to be an issue for usage throughout the year. Due to a power outage a flood occurred in the library causing carpet to be replaced and another area that our staff and students could not use for some weeks until repairs were complete. The Curriculum server needed to be replaced and an audit was undertaken with regard to fixing security issues, and a break-in occurred causing the theft of laptops. It was with condolences that staff grieved the loss of a work colleague Michael Ingram and our heart-felt thoughts remain with Liz and Aniella.

The Governing Council was very active this year with Liz Dowd taking on the role of Governing Council Chair. The Governing Council has been very supportive of school initiatives and staff. There were also representatives for our Strategic Planning Day to look at the priorities and directions forward for Prospect Primary School.

The Fundraising committee undertook some new ventures this year one of which was highly successful an Art Auction as a part of "Prospect Under The Stars". Thank you Governing Council the Fundraising Committee and to the Grounds Committees for their time and passion to create a wonderful learning environment at Prospect.

With the growing student population estimated for 2016 work has begun in conjunction with the Education Department for new buildings to be developed for classroom learning spaces for the beginning of the school year 2017. On a Personal note I thank everyone involved at Prospect Primary School and Community for their inspiration toward making a difference to learning and wellbeing outcomes for students, it has been a rewarding experience to work with such a great community..

