



Prospect Primary School

2020 annual report to the community

Prospect Primary School Number: 368

Partnership: Adelaide - Prospect

Signature

School principal:

Ms Karen Duval

Governing council chair:

Shaun Buesnel mei McDowall



Context and highlights

In 2020 we were all faced with continuous challenges to learning as a result of the COVID -19 pandemic. We proudly celebrate the resilience and tenacity by our students during the very unprecedented year. Being idyllically located in a beautiful parkland environment and 6kms from the Adelaide CBD our enrolments have continued to increase to 613 in 2020. We had very little movement of students entering or leaving our school due to COVID-19. Still being influenced by the pandemic we are expecting over 625 students in 2021. The school has an ICSEA score of 1075, and is classified as Category 6 (DfE). We continue to celebrate our diverse population which includes 1% Aboriginal students, 4.4% students with disabilities and 52% students with English as an Additional Language or Dialect (EALD). School Card assistance increased.

Our Site Improvement Plan (SIP) reflects best practice through innovative teaching within an inquiry learning framework. Our educators continue to provide high impact learning experiences that ensure consistent achievement improvement, along with future high achievement and sustainability within the English and Numeracy higher bands. Our Literacy Coach, teachers participating in Writing Plus course, the introduction of the Heggerty Phonological program and Little Learners in Literacy intervention has paid significant dividends with writing making significant growth and our school developing a common metalanguage through agreed actions in our literacy agreement.

With no students participating in NAPLAN this year, our students' knowledge and skills have been measured using the Progressive Achievement Tests (PAT) in Mathematics, Reading, Spelling and ACER General Ability Tests along with rigorous class based data collection. All data has been reviewed quarterly through Challenge to Action Teams to track the effectiveness of targeted strategies. Feedback for students on their progress has been embedded.

Many planned events were cancelled, however with modifications we conducted Sports Day, participated in a large variety of sports including SAPSASA events, Ground Force dancing and Aquatics. Our Innovation team and parents painted our bathrooms and Book Week again was a highlight. Demonstrating our students' entrepreneurial skills, market stalls were held. Music continued when possible with students taking advantage of experiencing playing an instrument for the first time through the school liaising with Adelaide University's music program.

Governing council report

It is my pleasure to provide you with the report for the Prospect Primary School Governing Council in 2020. Your elected group of parents with school leadership and teacher representatives have continued to meet twice a term throughout the year, and it has been a great privilege to have been the chair. .

We have been able to continue in a limited capacity this year due to the COVID restraints, however some fundraising events, including Mother's/Father's Day stalls and Disco have with support of GC and parents continued. Review of the School Uniform is well underway as is the upgrade to the Playground. The Governing Council are looking forward to 2021.

A big thanks to the 2020 Governing Council and thankyou to those that have served for many years and are now retiring. The Governing Council consisted of Marianne Nelson, Tony Richardson, Steven Cameron, Monique Simpson, Mark Groote, AJ Adhikary, Kristen Wilson, Emrna Finos, Nathan Morelli, Akm Tazammol Hossain, Chrisouia Dyer and the teacher representatives Emma Caldwell, Maria Giannikopoulou and Vinesh Mistry.

I would like to particularly thank the Governing Council executive of Mel McDowall (Deputy Chair), Matt Howell (Treasurer), Melissa Kanellos (Secretary) and Kerry Brissenden (Minutes). Also my thanks go to our principal Karen Duval who works tirelessly to support the school, and I wish Prospect Primary School the best as it approaches the centenary year celebrations.

Being part of the Governing Council is a good way to be involved in the school, to give a little bit back to your community, and provide some much-needed local assistance. So feel free to put you hand up at the AGM, or in fact at any time during the year if you would like to be part of this group and the governance of your school.

Shaun Buesnel

Quality improvement planning

Being in the second year of our Site Improvement Plan (SIP) teachers have confidentially identified high yield evidence and impact practices that have improved the learning for all our students. Throughout the year as part of our self-review processes, teachers identified measurable targets to further challenge their practice and embed ongoing feedback processes. The SIP and guided practice of strategically gathering evidence has highly influenced our professional learning communities. With NAPLAN comparison data being disrupted we have used Brightpath achievement data as our major measuring tool along with growth measured in PAT Reading, Mathematics and Spelling. Moderation when assessing Brightpath samples has also been completed on a partnership level to sharpen our accuracy and ensure consistency when making our informed judgements. We have used all collected evidence to target differentiated explicit teaching, develop clear learning intentions and plan logically and intentionally, using well researched sequenced learning opportunities. Several intervention strategies were put into place including Little Learners in Literacy, senior word study program and speech aligned programs.

As a result of our final SIP review in November, to enhance and guide our practice, we have documented specific strategies to ensure continued evidence of a balance of teacher/learner talk and embedded feedback. Our focus is more on critical and metacognitive awareness in reading for the construction of knowledge and links with reading and writing. We will be building on our skills to foster conscious language choices when writing for specific purposes. The majority of our teachers are now trained in Writing Plus enabling consistent metalanguage throughout the school.

Building on our Numeracy SIP our students will be given explicit scaffolds to support mathematical thinking around the interconnectivity of mathematical problems. Our goal is for our students to use positive mindsets as they problem solve multifaceted problems.

Our professional learning communities around Literacy, Numeracy, Wellbeing, ICT and Critical and Creative Thinking have been well established and will continue to move through a rigorous inquiry model. All inquiries and introduced practices are continuously measured to determine their effectiveness.

In week 9, term 1 2021, we will be participating in an External Review. We feel confident as a school we have achieved our desired goals since our last review in 2017. These goals specifically designed to improve teacher planning and learning outcomes included:

- *deepening the use of data analysis and formative assessment to drive school strategies
- *using common whole school expectations and coherence whilst embedding evidence-based literacy and numeracy programs
- *extending the level of student influence and responsibility for learning by increasing student involvement around learning intentions, success criteria and effective feedback.

We are looking forward to receiving feedback and further direction to drive our continuous improvement.

Improvement: Aboriginal learners

In 2020 Prospect Primary School had 6 Aboriginal Learners across Foundation – Year 7. It is an expectation that all teachers implement the PPS Assessment Schedule to ensure meaningful data is collected about all learners. Wellbeing, Literacy and Numeracy data is collected, stored electronically and analysed throughout the year. Each term all teachers are released to meet with leadership to discuss their data sets and what evidence based high impact strategies they have implemented for targeted students. Aboriginal learners are included in the targeted groups of students. Data collected from students from Foundation – year 3 was used to successfully apply for APAS funding to support their wellbeing, literacy and numeracy learning outcomes as well as students accessing targeted intervention from EALD and special educators.

Data collected is also used to inform students' One Plans and build individual Aboriginal Learner profiles including strengths, interests, potential barriers to learning and attendance and behaviour data. Appropriate wellbeing, literacy and numeracy goals are documents in each Aboriginal learner's One Plan. In accordance with the Aboriginal Education Strategy 2019-2029, we work with our students to maintain high expectations in all areas of their schooling, ensuring they achieve continuous growth and success.

With community engagement and accountability being of high priority all staff are expected to build respectful and trusting relationships with our Aboriginal families. Families feel welcomed and valued which is evidence by families making contact with the school regularly seeking support. Regular meetings are held with families regarding Aboriginal learners' One Plans and wellbeing needs. An Aboriginal Community Education Officer (ACEO) also supports families acting as a conduit between school and the community. Aboriginal families are encouraged to be represented on Governing Council and associated committees for their voice to be heard.

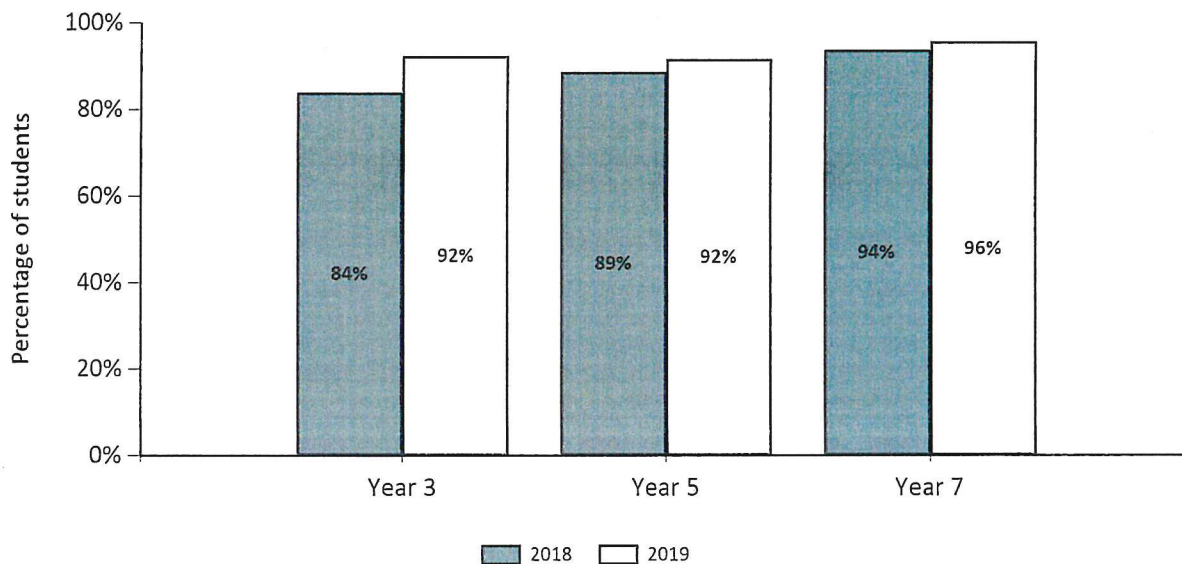
Aboriginal learners transitioning to high school have a rigorous transition process including extra visits and conversations involving parents / caregivers, special educators, psychologists, speech pathologists as well as year 7 and 8 teachers, ACEOs and members of leadership.

Performance Summary

NAPLAN Proficiency

The Department 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

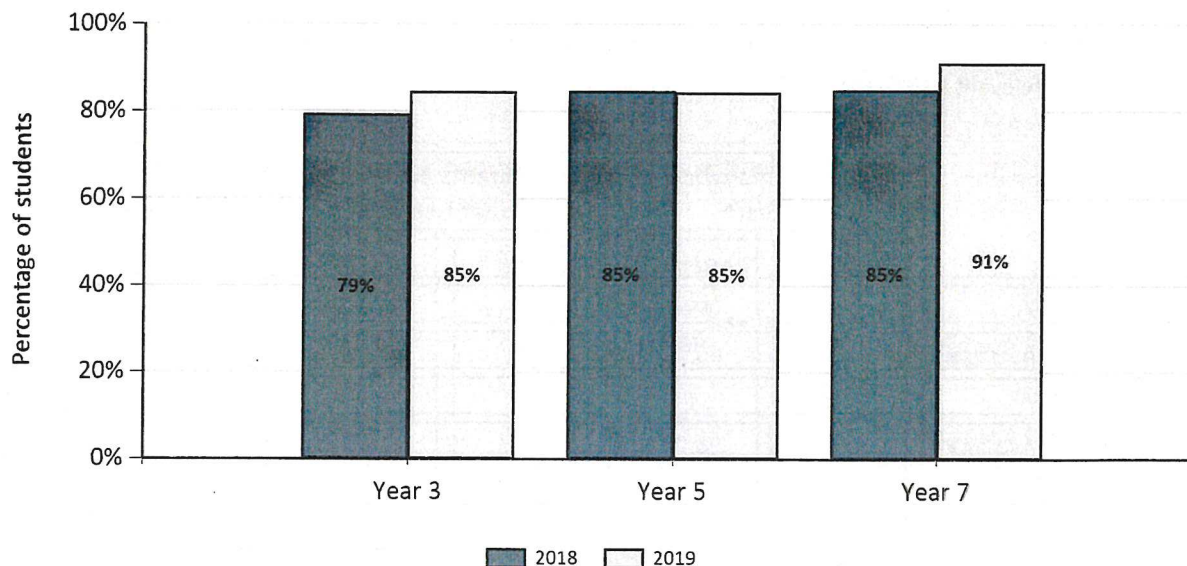


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2017 to 2020 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	32%	45%	25%
Middle progress group	50%	45%	50%
Lower progress group	18%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	33%	21%	25%
Middle progress group	47%	59%	50%
Lower progress group	19%	21%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	65	65	43	31	66%	48%
Year 3 2017-2019 Average	66.3	66.7	42.0	28.0	63%	42%
Year 5 2019	71	71	40	24	56%	34%
Year 5 2017-2019 Average	66.7	66.7	32.0	20.7	48%	31%
Year 7 2019	46	46	21	17	46%	37%
Year 7 2017-2019 Average	49.3	49.3	24.0	16.3	49%	33%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

The use of decodable readers and Heggerty Phonological and Phonemic awareness program has made a significant difference in our Early Years students' ability to automatically and accurately recognise phoneme and grapheme correspondence. As a result we have seen a steady increase in the Year One Phonics check. Our school's average is 32.4 with the expected level (DfE) being 26. The 2019 score was 28.

Term 4 Running records data shows that 93.6 % of our year one students reached DfE standard. In year 2, 96% of students reached SEA. 20 students (F to 7) were withdrawn from class to receive specific intervention.

Our Brightpath writing scores showed significant growth as a result of two years of intense focus on higher bands persuasive/narrative genre. Students' knowledge around authorial choices and writing conventions developed significantly.

Prospect Primary School Brightpath data

	2018 Mean score	2019 Mean score	2020 Mean score	2020 effect size
Year 7	?	478	442	0.62
Year 6	?	442	444	1.20
Year 5	405	406	416	0.87
Year 4	360	361	381	1.9
Year 3	316	302	345	
Year 2	257	275	293	1.89
Year 1	190	205	250	2.08
foundation	167	173	136	1.97

? Comparable norms had not been established by Brightpath. Please also note decline in Foundation mean score in 2020 can be attributed to the lack of comparative samples to moderate against initially in 2018. During this time Foundation students were not expected to participate in Brightpath. Moderation processes developed are now providing more realistic data sets

Students have become very familiar with the annual PAT Mathematics data collection process. Again our scores show a majority of students performing well above the expected Australian Curriculum achievement standard.

Prospect Primary School PAT M (Mathematics)

	Year level	Year3	Year4	Year5	Year6	Year7
% students higher than AC achievement standard		92%	93%	98%	90%	88%

Prospect Primary School PAT R (Reading)

	Year level	Year3	Year4	Year5	Year6	Year7
% students higher than AC achievement standard		96%	97%	95%	98%	98%

All students who have not met standard will continue to receive specific intervention programs within the quality differentiated programs.

Attendance

Year level	2017	2018	2019	2020
Reception	95.4%	94.9%	95.4%	92.6%
Year 1	92.8%	95.6%	95.6%	92.3%
Year 2	95.4%	95.3%	94.4%	93.6%
Year 3	95.5%	95.9%	93.5%	90.9%
Year 4	95.7%	95.0%	94.8%	94.3%
Year 5	95.0%	94.6%	96.3%	93.4%
Year 6	94.9%	93.5%	93.8%	93.0%
Year 7	92.0%	94.4%	95.0%	90.6%
Primary Other	N/A	95.8%	100.0%	N/A
Total	94.7%	95.0%	94.9%	92.5%

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

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

Attendance comment

Our attendance has declined 2.4% to 92.5% falling below department expectations of 95%. COVID-19 impacted our figures significantly. Although home schooling was recorded as attending many students initially did not sustain our expectations of work being completed and were therefore recorded as absent. Teachers checked in daily with all home schooled students to ensure their engagement with on-line learning was maintained. At the height of the pandemic we had over 2/3 of our students being home schooled. At the start of term 2 many of our students found the return to school difficult and required a transition period of part-time attendance. Our families were very vigilant around keeping their children at home if they were experiencing any COVID -19 like symptoms.

Behaviour support comment

Our students' behaviour remains indicative of our school values of respect. Consideration, empathy and care has truly been enhanced due to the pandemic. Responding to wellbeing data teachers worked tirelessly monitoring wellbeing and continued teaching positive collaborative learning dispositions. Time out incidents to front office increased by 50%. The students needed counselling, monitoring or an opportunity to regulate their behaviour due to changes and the unpredictability they experienced. We had 5 more students suspended (2 in 2019) however days away were fewer, indicating less severity in incidences. Corridor Club (social skills) was initiated as a result of many younger students finding playtime too overwhelming.

Client opinion summary

The School Parent Engagement Survey was conducted by the DfE for the first time this year therefore there is no comparative data. We had 141 families respond to the survey with favourable responses dominating the survey.
Prospect Primary School Parent Engagement Survey

	% Disagree	% Agree	% Strongly agree
Teachers and students treat each other with respect at the school	2	59	32
I feel like my child is important to the school	1	55	25
I receive enough communication from the school	1	55	32
I have useful discussions with the school about my child's learning	6	55	17
The school provides an opportunity for me to have input about my child's learning	9	53	8
The school provides me with useful tips on how to help students learn at home	12	35	9

Student feedback has been well embedded in our practice with teachers continuously seeking feedback from students on ways to improve learning opportunities.

After participating in a bi-annual Perceptive Survey all staff have celebrated the significant growth in our teachers' engagement and the culture within the school.

The engagement level demonstrates how committed staff are to their students, work and site. Importantly we are now in the DfE's top quartile as a result of significant growth from 59%, up 36% in 2018. (95% score in 2020)

Staff responded to 25 questions to measure the overall climate of the school showing how positively staff perceive how things are achieved. Again a significant increase, demonstrating favourable responses, agreeing that high quality decisions were being made to achieve improvement. The climate index for 2020 was 80% which is 23% higher than in 2018.

We have already put into place strategies to continue to bring shared leadership opportunities to further improve our practice and the learning outcomes for our students.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	4.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	15.5%
Transfer to SA Govt School	54	76.1%
Unknown	3	4.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

At the start of 2020, in compliance with the relevant History Screening Policy, the school began initial checks to ensure our volunteers had the relevant screening to be working with our students. Parents and volunteers intending to work with our students were inducted into the school with explanations around their duty of care, WHS and RAN-EC Child protection courses. Unfortunately very few parents and community members were able to volunteer due to the COVID-19 pandemic. We are looking forward to allowing volunteers back onto our site in 2021 as we highly value their support and contribution to improving student learning outcomes.

Qualifications held by the teaching workforce 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	56
Post Graduate Qualifications	21

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	34.0	0.0	9.0
Persons	0	39	0	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$28,155
Grants: Commonwealth	\$12,800
Parent Contributions	\$245,376
Fund Raising	\$6,806
Other	\$0

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

2020 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 2020 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 wellbeing and engagement	Well-being teacher employed for .2 with leadership supporting. During pandemic many more students were monitored and referred to appropriate services. Move to Learn and What's the Buzz established to engage students.	Students able to attend better in class, without leadership intervention.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	EALD teachers mentored others in teaching and learning cycle and LEAP introduced. Levelling writing samples allowed specific goals to be identified & skills explicitly taught. Writing Plus accessed by all. BSSO employed	All students moved 1 to 2 L & LL in 12 months due to intervention.
Targeted funding for groups of students	Inclusive Education Support Program	There was a significant decrease in IESP funding with the school having to self-fund over \$50,000 for SSOs to ensure the safety, wellbeing and learning needs of students was maintained.	Employment of 4 full-time curriculum base SSOs & 6 part-time. T&D provided.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Quality Differentiated Teaching Programs (QDTP) were reviewed for effectiveness and high impact strategies identified. Literacy agreements were established to ensure common metalanguage and high quality practice (especially around phonemic awareness, writing) was maintained. Quarterly Challenge to Action teams were embedded to ensure dialogue around data, targeted teaching points and assessment moderation. ATSI students involved in Aboriginal learners group with ACEO. ATSI students connected with Aboriginal students from another school. Targeted intervention.	ATSI attendance increase with fewer behaviour incidents. Teachers established learning goals informed by LEAP and using functional grammar metalanguage.
Program funding for all students	Australian Curriculum	Writing Plus, Brightpath, Literacy Coach (0.2), Learning Design and Moderation PFDs, Guide book familiarisation, teacher and peer feedback. Special educator overseeing intervention programs.	Improvement in Brightpath effect size, PAT R and M over 90% reached SEA.
	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	5 Upper primary students participated in a targeted speech program 9 Upper primary students received spelling/word study intervention programs 12 students identified through Phonics check participated in Little Learners	All year one intervention students reached level 7 Grapheme/phoneme check.
Other discretionary funding	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	Additional programs including Lego League, Innovation and Mindfulness art classes continued. PMA challenge, Kids teaching kids, Enterprise market, Mindstretch and Inquiry base learning embedded in QDTP within classes.	Winners in Lego League, PMA challenge. Record number of students registering.

