

# Salisbury Park Primary School

## 2017 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Salisbury Park Primary School Number: 1140

Partnership: Salisbury

Name of School Principal:

Name of Governing Council Chair:

Date of Endorsement:

Graham Elliott

Cheryl Wimshurst

28/03/18



## School Context and Highlights

Salisbury Park Primary School had another very positive and productive year in regards to student academic performance, student and staff well-being and continuing relationships with the community. We continue to grow in student numbers with a new class beginning in 2018. This is the second class to be added to the school in the last 5 years making a total of 12 classes across the school; 9 mainstream and 3 Special Unit Classes.

Salisbury Park continues to perform well in key areas of learning when compared to similar schools and the National Average in key areas of NAPLAN, The DECD Standard of Educational Achievement, Progressive Assessment Testing Reading (PAT-R) and Progressive Assessment Testing Mathematics (PAT-M).

2017 was a highlight in regards to the improvement of school facilities. The school was one of 77 Primary Schools in South Australia who received one million dollars from the State Government to develop teaching and learning in the area of S.T.E.M. (Science, Technology, Engineering and Mathematics). The STEM building is now complete with a number of 'Think and Create' spaces available for students across the school to immerse themselves in STEM related learning. 2017 saw the introduction of a STEM leadership position within the school. One of the STEM leaders responsibilities is to co-construct units of work with teachers to deliver the outcomes outlined in the National Digital Technologies Curriculum. Staff across the school are currently trialling their second STEM unit of work with the students.

In addition to the STEM building the school has continued to invest heavily in Technology for learning in 2017. In years 5-7 students now have a laptop between 2 that are housed permanently in their classrooms. The library also has 30 new machines (laptops) in a new plug and play type environment with new flexible furniture to suit. As part of the STEM build the new building was upgraded to Cat 6 connectivity to provide fast and reliable internet speeds for the students. In 2017 20 new I'pads were purchased for use in the Junior Primary portion of the school and ICT support was increased to 3 days per week to support the new hardware and software brought in to the school.

As a community we want to ensure that all of our students are provided with contemporary 21st Learning Spaces and learning devices to equip them well for the future.



## Governing Council Report

### Governing Council Chairperson Annual Report 2017

2017 has been another productive and exciting year for our governing council and school. I would like to thank the Principal, Staff, Students, Parents, Volunteers, Local community, Governing Council and the Fundraising Committee, who have worked extremely hard to ensure our school provides and continues to provide our children with an exciting learning experience.

My position of Chairperson is a rewarding job. Over this previous year our school has seen:

- Our fundraising team, once again did a fantastic job with Quiz night, Disco, Mothers day and Fathers day stalls, Easter and Christmas raffle. They were able to raised \$7,246.81. This money goes towards school improvements such as, new football tops, funding towards laptops for the new STEM space.
- School events of 2017 included Swimming, Aquatics, Fringe incursion, zoo snooze, latitude and there were a number of SAPSASA events including: Athletics, Netball, Korfbal, Soccer, AFL, Tag Rugby, Cross Country, Cricket. Three students from the school were selected to represent district sides in Football and Soccer. We also had a Forensic Science day, Japanese Culture Day, Harmony Day, Book Week and Sports Day.
- Once again we had a very successful transition day for the parents of the new students joining our school in 2018.
- Enrolments are up, so much so we have added a new class. We have added two new classes in the last five years.
- Our STEM (Science, Technology, Engineering, and Mathematics) building is almost complete bringing with it new and exciting opportunities for our school and our students.
- The OSHC service still available mornings and afternoons. Our OSHC service is growing in numbers, especially mornings and I'm pleased to say it is running at a profit and doing very well.

All of the above would not have been possible without the continuing support of our Principal Graham Elliot, Staff, Governing Council and Fundraising Committee who have been instrumental in providing a safe, inclusive learning experience for our children.

I have been a parent at this school for 23 years, our school has improved so much and there are many exciting things to come, when walking through our school I am always amazed at how polite and respectful our students are, it makes me proud to be a part of Salisbury Park Primary School.



## Improvement Planning and Outcomes

In 2017 our school was externally reviewed by the Department for Education and Child Development. The outcomes were incredibly positive, reflecting the outstanding commitment by teaching staff towards the school vision for learning. The school was formally recognised for its coherent and unified approach to improving learning outcomes for students and for the positive and productive culture that exists within the school; this was evident after speaking with many parents, students and staff as part of the review process. The complete external review is available on our school website at [www.salsparkps.sa.edu.au](http://www.salsparkps.sa.edu.au)

There were four recommendations moving forward:

1. Strengthen and embed the emerging work on pedagogical practices to implement effective moderation processes and design learning tasks with multiple exit and entry points.
2. Implement a whole school approach to develop processes that will engage, stretch and challenge students to think critically and creatively.
3. Strengthen staff capacity and ownership of the Site Improvement Plan through active involvement and participation in all stages of development, implementation and review.
4. Strengthen student influence on their learning by engaging with feedback in a two-way process using data and evidence to enable individual goal setting.

As part of the review process school Principals are required to work with their Education Director to implement the recommendations from the external review.

The work in the area of task design and moderation was already identified by the school as a growth area throughout 2017 and staff have worked hard to design learning in mathematics that encompasses open ended questions that support the notion of students 'stretching themselves' with multiple entry points to choose from. Once we have perfected the learning design process then we will look at the collaborative moderation processes formally as a whole staff. Currently, there is a high degree of collaboration and support between staff in the design of quality task design with many experienced staff mentoring and supporting new staff to the school.

There has been significant changes to the way that the Site Improvement Plan has been implemented in 2017. The recommendations of the review panel were timely and came towards the end of a three year planning cycle. In term 4 2018 (Pupil Free Day) the whole staff were involved in analysing various data sets in relation to setting directions for the 2018 Site Improvement Plan. Based on Simon Breakspear's research about Agile Leadership the staff were asked three questions.

1) What do we stop doing? 2) What do we keep doing 3) What do we tweak for greater impact?  
The site Improvement Plan (also published on our school website) for 2018 includes the answer to these three questions. In summary there will be a greater focus on Oral Language (R-7) as a pre-cursor to reading and writing. There is a more explicit approach to covering the content of the Australian curriculum in mathematics whilst retaining the key pedagogy of Natural Maths; and times tables will be explicitly taught across the school in 2018 to help with the quick and efficient recall of basic number facts. There will be a stronger focus on the sharing of data: PAT-M, PAT-R, and the Australian Curriculum A-E grades with students in 2018. We are also looking at unpacking John Hattie's High Impact Teaching Strategies in 2018, particularly students' setting their own learning goals and success criteria.

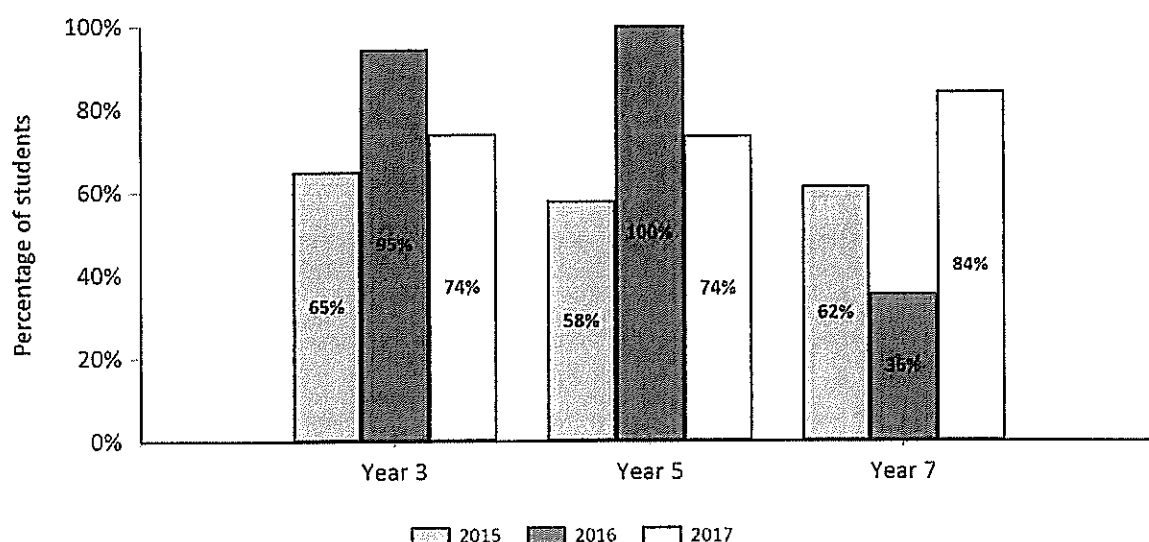


## Performance Summary

### 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.

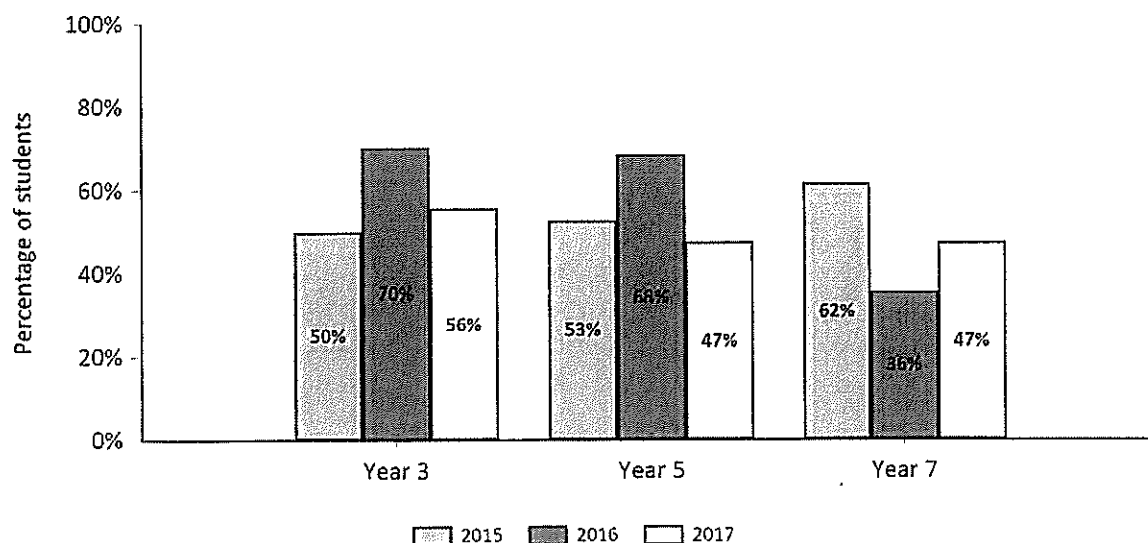
#### Reading



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.





Compare to ☒ Schools with similar students ☐ All Australian students Interpreting this table

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	474	407	448	458	368
Year 5	529	470	524	557	466
Year 7	487	495	562	571	471

Selected school's average when compared to schools with similar students is:



Average student achievement is displayed in numbers for each year from 2008. The colour of the cell indicates whether the selected school's scores are above, close to, or below similar schools (SIM) and all Australian schools (ALL). To access the SIM score and ALL score (including the relevant margin of errors at 90% level of confidence) tap on or hover over the table cell. Please note, in the table below 'Grammar and punctuation' has been shortened to 'Grammar'.



Compare to ☒ Schools with similar students ☐ All Australian students Interpreting this table

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	477	408	433	505	359
Year 5	502	464	547	538	454
Year 7	558	487	545	560	497

Selected school's average when compared to schools with similar students is:





## 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	17%	75%	25%
Middle progress group	75%	25%	50%
Lower progress group	8%	0%	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 3-5	Year 5-7	State (average)
Upper progress group	17%	6%	25%
Middle progress group	33%	63%	50%
Lower progress group	50%	31%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	27	27	16	5	59%	19%
Year 3 2015-17 Average	28.0	28.0	15.3	4.7	55%	17%
Year 5 2017	19	19	4	2	21%	11%
Year 5 2015-17 Average	19.0	19.0	5.0	1.7	26%	9%
Year 7 2017	19	19	7	1	37%	5%
Year 7 2015-17 Average	19.7	19.7	3.7	0.3	19%	2%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

## School Performance Comment

Once again there is cause for celebration across a number of subject areas regarding student academic achievement. In 2017 Salisbury Park Primary School significantly outperformed schools' similar to itself in 8 out of a possible 15 areas of NAPLAN.

These include: Year 3, Year 5 and Year 7 Reading  
Year 3 and Year 5 Spelling  
Year 3, Year 5 and Year 7 Grammar

Salisbury Park Primary School performed similarly to like schools in 4 areas:

Year 3, Year 5 and Year 7 Writing  
Year 7 Spelling

Salisbury Park Primary School was close to but performed below like schools in Year 3, 5 and 7 Numeracy. This result goes against the pattern from the last three years where the majority of our students have been achieving very similarly to like schools.

Overall, the school performance data is very positive. Our challenge for 2018 is to tweak our approach to the teaching of mathematics across the school and this change of direction has been incorporated into our Site Improvement Plan for 2018. We will continue to teach key aspects of our current mathematics program with a more deliberate and explicit approach to covering the content of the Australian Curriculum. We are also introducing the schools first Numeracy Intervention Program Quick Smart in the second half of 2018 as there are a small number of students who seem to be regularly just missing the bench-mark in Mathematics by a few points each year.

We will continue to deliver our excellent results in reading, writing, grammar, spelling and punctuation by continuing to deliver on the agreements of our whole school English Policy. A new direction for 2018 is the introduction of a more robust Oral R- 7 Literacy Component to our English Policy.

Other relevant and positive data sets beyond NAPLAN include:

- 85% of year one students met the DECD SEA in reading
- 86% of year 4 students demonstrated the DECD SEA in PAT-R and 72% demonstrated the DECD SEA in mathematics
- 94% of Year six students achieved a C or above in English and 94 % in Mathematics

## Attendance

Year level	2014	2015	2016	2017
Reception	89.6%	94.4%	95.2%	93.1%
Year 1	92.0%	91.1%	92.7%	93.9%
Year 2	86.8%	90.4%	93.4%	95.3%
Year 3	92.7%	92.6%	93.3%	92.4%
Year 4	88.3%	90.2%	91.2%	93.0%
Year 5	90.9%	94.0%	93.0%	85.2%
Year 6	94.1%	88.5%	94.8%	92.1%
Year 7	93.9%	91.4%	89.5%	90.9%
Primary Other	89.9%	92.1%	91.5%	92.6%
Total	91.1%	91.8%	92.9%	92.6%

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

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



## Attendance Comment

The school has been working closely with DECD support personnel to support families with ongoing attendance issues. There are a small number of families within our community who need intensive support to get their children to school regularly and on time. Although not at the required benchmark yet; many students have made significant improvement in their attendance at school and our school attendance rate sits a positive 93%. We will continue to challenge poor attendance because at Salisbury Park Primary School 'every day counts.'

## Behaviour Management Comment

We are very proud of the behaviour at our school and place a keen emphasis on school values and catching students 'doing the right thing.'

We have a clear and negotiated anti-bullying policy co-constructed with students and every class has a clear focus on growth mindset and the school values of: Honesty, Respect, Fairness and Belonging.

Suspensions are minimal and the Better Behaviour Centre has been supportive of three of our students over the last three years.

Leadership and staff spend a lot of time building relationships in the yard and playing and interacting with students and parents.

## Client Opinion Summary

In March 2017 Salisbury Park Primary school took part in an external review conducted by the Department of Education and Child Development. As part of this process all Governing Council members and a large contingent of students and staff were invited to share their opinions about the school. The question posed was 'What is the school doing particularly well and why is this effective?' I count this as valuable feedback from our clients moving forward.

During the review process the panel verified the following effective practices that are contributing significantly to school improvement at Salisbury Park Primary School. 'Salisbury Park Primary School is to be commended for the strong identity and ownership of a positive school culture that is reflected by students, teachers, parents and leadership.

Governing Council members reported that the school has changed considerably over the last few years. One member reported how happy and thrilled they were to see and hear happy students in the yard. Another parent stated how expectations had been lifted. A strong collegiate respect and value for each other is evident from all. Students commented that they love how teachers help the students; as one student stated 'the school has evolved a lot.' The very strong success oriented culture at Salisbury Park Primary School is a credit to the commitment of all stakeholders.'

I have included this feedback as parent opinion surveys are tired and limited in their ability to provide the type of feedback that is helpful to schools. The following are the opinions of our most important clients 'the students.' I have collated some the results from the DECD Well-Being and Engagement tool that our year 4- 7 students took part in towards the end of 2017. This provides a strong indication of how students are feeling about and engaging with our strategic directions, school mission, vision and values.

97% of students felt that they had a good connection with their teachers and that their teachers cared about them and their well-being.

88% of students reported that they could cope well with the academic demands of school and with hard work they could do well.

86% of students expressed a 'Growth Mindset' towards new learning and believe that no matter who you are you can change your intelligence.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	8.9%
Transfer to SA Govt School	39	86.7%
Unknown	2	4.4%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

All school Services Officers working at the school and all classroom teachers, as well as Leadership have the DECD DCSI clearance to work at Salisbury Park Primary School.

Volunteers coming on to the site other than collecting or depositing students are checked and recorded by the front office staff.

## 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	23
Post Graduate Qualifications	0

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	14.0	0.0	10.1
Persons	0	16	0	15

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

## Financial Statement

Funding Source	Amount
Grants: State	\$25,000.00
Grants: Commonwealth	\$4,500.00
Parent Contributions	\$53,922.31
Fund Raising	\$7,246.81
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 school continues to draw on the expertise of a host of DECD para-professionals in support of students at risk.	Students have been supported through a variety of supportive interventions.
	Improved Outcomes for Students with an Additional Language or Dialect	These students have been prioritised for intervention in 2017 through the M.U.L.T.I.L.I.T. intervention program.	These students will monitored closely against the DECD Standards S.E.A.
	Improved Outcomes for Students with Disabilities	All students in the school have an up to date IEP/NEP and all staff are committed to addressing 6 week SMARTA goals.	The curriculum continues to be differentiated for students.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Not applicable	The funding continues to support our whole school Literacy and Numeracy policies and the pedagogy and practice within.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Not applicable	
Program Funding for all Students	Australian Curriculum	The AC funding has been used to provide Professional Learning for staff in the areas of planning and assessment; particularly in the areas of Literacy and Numeracy.	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Not applicable to our site.	
	Better Schools Funding	This funding continues to support the intervention programs for students sitting outside the DECD Standard of Educational Achievement.	Pre-lit, Multi-lit has been very successful for large numbers of students.
	Specialist School Reporting (as required)	Our site has a Students with Disabilities site attached and currently uses the A.B.L.E.S. curriculum to track student goals.	All students in the unit have a detailed Individual Education Plan.
	Improved Outcomes for Gifted Students	Not applicable	
	Primary School Counsellor (if applicable)	Not applicable	