Parkside Primary School

2020 annual report to the community

Parkside Primary School Number: 328

Partnership: Greenhill South

	Signature
School principal:	Mrs Suzie Sangster
Governing council chair:	Anthony Behn
Date of endorsement:	**8 February 2021**

Government of South Australia

Department for Education

Context and highlights

It has been an extraordinary year for us all and I am so proud of the way that our school community has not only survived, but continued to thrive.

Our students have been able to participate in many of their favorite special school events, including sports day, dress up and fundraising days, harmony day, SAPSASA district day, year 3 and 7 camp, junior and senior choir, debating, chess, basketball and other out of school sports and year 6/7 aquatics. A highlight was our year 7 debating team winning the championship medal. Some events have needed to be modified in a COVID safe way, and Zoom became everyone's best way to stay in touch. At the end of Term 1, three way interviews were held via Zoom, and for a time, weekly assemblies were held using this technology. Open night ended up being an afternoon class visit where parents could come into school to see their child's learning. Sports day finally went ahead, after 3 attempts . the concert went ahead during school time and the students were able to perform a class item on stage . A video link was sent to the families. The year 7s enjoyed enjoy their graduation events. Space in the gym enabled year 7 parents to attend the graduation. The students showed great strength and resilience in managing this change. Towards the end of Term 1, many students learnt from home, and our teachers were resilient and resourceful in their delivery of at home and at school learning. At the end of Term 1, teachers spent a week planning for all students to learn from home, but we were so fortunate that our schools were not locked down, and students were all informed to come back to school for the start of Term 2. Managing the COVID pandemic has caused much anxiety and uncertainty for staff and parents, and it was important that we ensured the students felt safe.

Our numbers continue to grow and the demand for places at our school continues to be high. We have stated planning for the transition of year 7 students to high school at the end of 2021.

The school includes:
• 58 EALD students
• 5 Aboriginal students
• 24 School Card holders
• 20 students with a disability

Governing council report

2020 has been an eventful year at Parkside Primary! Despite the challenges presented by COVID, the school had continued to provide excellent educational opportunities for all students, with many key events modified to be delivered in a COVID safe manner.

The school grounds have taken another huge step forward with the completion of the art room and the new toilet block bringing our facilities up to modern standards. The grounds committee has been busy integrating these facilities into the existing school grounds by landscaping, with large numbers of volunteers helping out at working bees.

The school canteen continues to a go from strength to strength, thanks to the efforts of Canteen manager Ashleigh Gibson, and the band of volunteers required to keep it providing fresh, healthy food to the school. The introduction of the EFTPOS payment has been a huge success, and has helped to increase the number of sales, leaving the canteen with a healthy end of year balance sheet.

Afterschool sport participation remains strong across all sports. Again, this wouldn't be possible without the hard work and dedication of the Sports Coordinators, and other volunteers who give up their time to coach and manage our teams. Our school is extremely grateful for everyone's contribution!

OHSC once again continues to provide a quality essential service to the school despite the fluctuation in numbers during COVID.

Unfortunately this years' fete and some other fundraising events organised by the POP committee had to be cancelled, however, the team was able to pivot and setup a tea towel fundraiser instead which proved to be very successful.

I had the pleasure of presenting the teaching staff with a small gift of appreciation on behalf of the Governing Council on World Teacher Day. Whilst 2020 has had its challenges, it has been successful in large part due to the dedication of the leadership team and teachers who have made it their priority to be flexible and to put the students' needs and learning first.

With the level of dedication shown from the leadership team, staff, students, and school volunteers I'm confident that the school and school community can continue to thrive, no matter what challenges are presented in 2021.

Quality improvement planning

Student learning achievements were celebrated at our recent site review day, where we reviewed our improvement goals, actions and success criteria. Our Actions and next steps were reviewed in a 5 weekly documented process with teacher input . We found that COVID had not impacted negatively on student learning, and our results in Maths and Writing were impressive.
Our Brightpath writing improvement targets were met right across the R-7 classes.

 This shows that the high impact strategies we embedded have been successful.
These strategies include:
• teachers working in collaborative learning teams;
• teachers using the Brightpath moderation tool;
• teachers providing explicit feedback to students about their writing;
• teachers working with students to identify writing goals;
• teachers providing 'Bump It Up Walls' to support students in achieving their writing goals;
• explicit teaching of narrative and persuasive writing genre.

In Maths, all targets were met and we have seen improvement in all year levels.
 This shows that the high impact strategies used have been successful.

These strategies include:
• teachers identifying 6 high band students to track and monitor;
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• the strategic implementation of the Big Ideas in Number R - 7;
• teachers identifying misconceptions so the teaching is targeted;
• teachers implementing Maths rotations so that differentiation occurs;
• teachers designing learning that deliberately features consistent vocab;
• teachers using the numeracy progressions to inform their assessment and feedback practices.

At the end of the year staff reflected on all our data sets and looked at the targets , actions and success criteria.
staff have now set some new targets for 20201 and have revised or added to some of the actions required to achieve our goals.

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
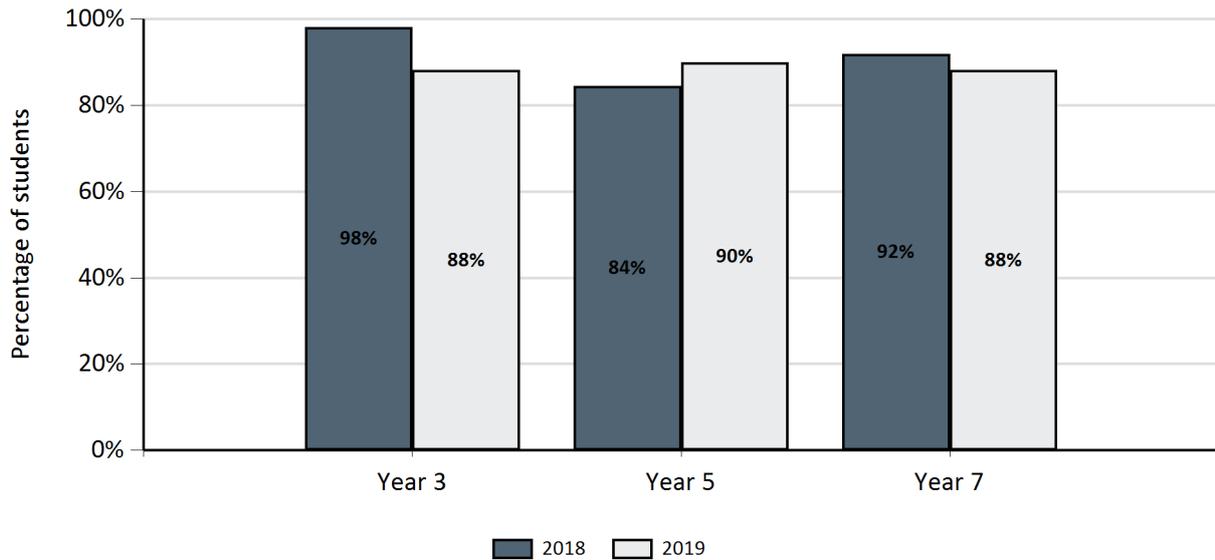
*NOTE: No NAPLAN testing was conducted in 2020.

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 acros all cohorts.

Numeracy

Chart: Numeracy — Percentage of students by year level

- Year 3: 2018 = 88%, 2019 = 86%
- Year 5: 2018 = 98%, 2019 = 86%
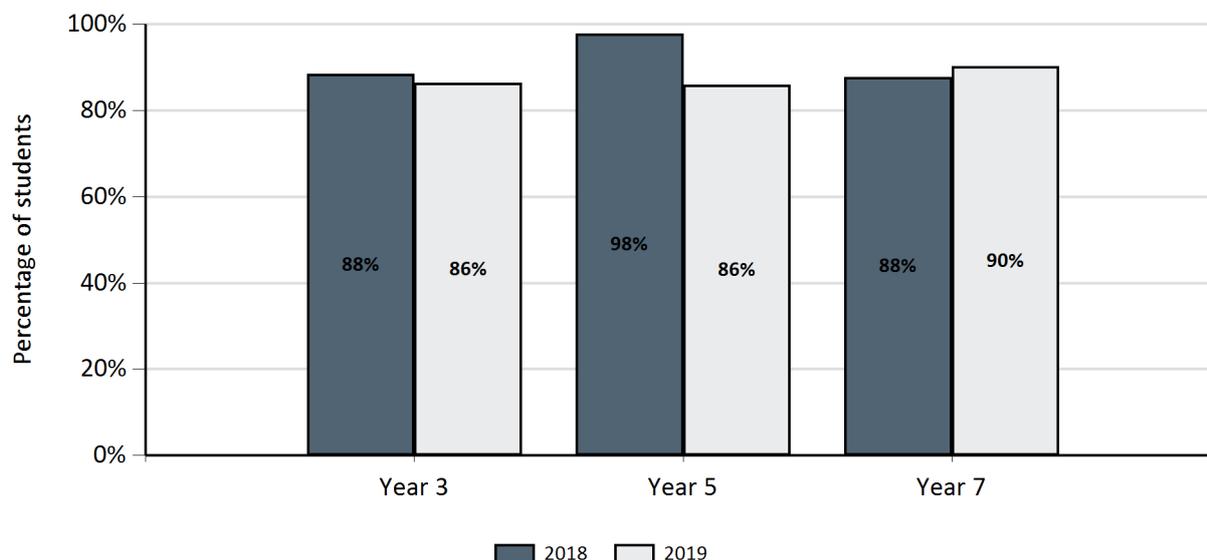- Year 7: 2018 = 88%, 2019 = 90%

Legend: 2018, 2019

*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	29%	35%	25%
Middle progress group	59%	50%	50%
Lower progress group	*	15%	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	41%	40%	25%
Middle progress group	41%	48%	50%
Lower progress group	17%	*	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	59	59	40	28	68%	47%
Year 3 2017-2019 Average	54.3	54.3	35.0	27.7	64%	51%
Year 5 2019	50	50	24	17	48%	34%
Year 5 2017-2019 Average	48.3	48.3	24.7	16.7	51%	34%
Year 7 2019	51	51	25	27	49%	53%
Year 7 2017-2019 Average	45.0	45.0	22.3	22.0	50%	49%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2020.
^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

Our Brightpath writing improvement targets were met right across the R-7 classes. Here are our persuasive targets.

Year 1 Goal: 200 - Result: 229
Year 2 Goal: 250 - Result: 297
Year 3 Goal: 300 - Result: 327
Year 4 Goal: 330 - Result: 367
Year 5 Goal: 355 - Result: 391
Year 6 Goal: 400 - Result: 403
Year 7 Goal: 425 - Result: 432

There has been a pleasing improvement in the Year 1 phonics screen check results this year. The majority of students received benchmark and the average score improved from last year. Those students who did not reach benchmark received small group learning support , were retested, and all, except one child, has now achieved benchmark. This is an incredible result for these students going into year 2. The focus on streamlining our phonics learning programs with improved consistency and rigor, has had a significant positive impact on our students' learning. Evidence shows that the introduction of the daily Heggerty phonemic awareness programme and decodable readers have also contributed to our phonics success.

In Maths, all targets were met and we have seen improvement in all year levels.
As NAPLAN was unable to be a source of data for measuring improvement, our site focused on the information provided by PAT numeracy assessments (Progressive Achievement Testing; an annual national test administered by the Australian Centre of Educational Research). We aimed to bring our student cohorts to meet the PAT national achievement mean level.
Below shows the targets set this year with the actual outcomes.

Year 1 Goal: 70% - Result: 72%,
Year 2 Goal: 75% - Result: 75%
Year 3 Goal: 80% - Result: 86%
Year 4 Goal: 70% - Result: 72%
Year 5 Goal: 70% - Result: 71%
Year 6 Goal: 75% - Result: 81%
Year 7 Goal: 75% - Result: 83%

Attendance

Year level	2017	2018	2019	2020
Reception	94.5%	95.5%	93.5%	94.9%
Year 1	91.9%	94.9%	95.2%	93.2%
Year 2	91.8%	94.0%	94.8%	94.8%
Year 3	94.7%	93.6%	93.0%	93.6%
Year 4	95.0%	95.9%	93.9%	92.2%
Year 5	92.5%	93.8%	93.2%	92.0%
Year 6	94.9%	94.1%	93.9%	91.7%
Year 7	93.0%	94.0%	94.9%	93.6%
Primary Other	67.4%	N/A	N/A	N/A
Total	93.5%	94.5%	94.0%	93.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our attendance is at 93% for 2020. Usually our attendance is impacted by families going on holidays during term time but this was not the case due to COVID restricting travel. There were however student's having days at home during this time . We still have two families that we monitor closely for their child's lateness and attendance

Behaviour support comment

The development of a new behaviour education policy has streamlined the departments behaviour policy with Parkside Primary School. This will be implemented across the school at the start of 2021.
The 2020 data shows that bullying has decreased and students are using a wider range of strategies and language from Play is the Way to support conflict with others.
The wellbeing of our students is paramount and our data shows:
•improvements in student/teacher relationships, namely students feeling that they can approach their teachers for support;
•most students are applying the Play is the Way concepts in their daily interactions;
•the majority of our students feel they can manage their feelings and emotions (however, this still remains a focus for next year).

Client opinion summary

This year we continued the use of our own client opinion survey which we distributed in early Term 3. We received 111 responses this year which was a significant increase from 2019. The department then released the School parent engagement survey soon after we released this, 141 engaged in this survey and they both showed similar trends.

The surveys concluded that the quality of teaching, the enjoyment of students learning and the relationships between students and teachers is high. Children report that they feel safe at school and they enjoy coming to school each day.

These are areas that parents identify that the school needs to continue to improve in;

Communication with Parents about student learning, understanding the reporting processes and timelines, the schools high expectation of student learning and the workings of composite classes. There are also concerns expresses about the schools behavior management processes and how the school manages behaviors of more challenging students.

Staff addressed these concerns at our site review day and have decided that at Acquaintance night next year to have some consistent information shared across all year levels addressing these concerns

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	6.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	8.4%
Transfer to SA Govt School	69	83.1%
Unknown	2	2.4%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All volunteers that do overnight stays or who are not a direct family member are required to conduct a relevant history screening.

In July of 2019, history screening changed to 'Working with Children checks'. All sport coaches were required to get this clearance before volunteering, this is managed through our front office administrator.

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	34
Post Graduate Qualifications	8

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	22.8	0.0	9.8
Persons	0	27	0	15

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

Financial statement

Funding Source	Amount
Grants: State	$43,000
Grants: Commonwealth	$27,000
Parent Contributions	$237,000
Fund Raising	$19,000
Other	$11,400

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	Student wellbeing leader works collaboratively with teachers and students to ensure all students wellbeing needs are being met through identified goals in one plans etc.	Annual reviews were conducted where progress against goals were reported.
	Improved outcomes for students with an additional language or dialect	We used our funding to employ a teacher to work support small groups of students with and additional language. the support teacher planned with classroom teachers to identify areas of need .	These student literacy levels are assessed annually high improvement was evident
	Inclusive Education Support Program	Students on a one plan received targeted support on specific goals. A collaborative approach from teacher, SSO and family support adjustments to be made.	Student progress is reviewed termly to identify progress to goals and next steps
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	Funding is used to allocate support hours for all ATSI students. In 2020 we had four students receive support and they were allocated 75mins each week with an SSO specifically focusing on literacy and numeracy.	Review meetings occurred. Literacy and numeracy outcomes showed improved for all students.
Program funding for all students	Australian Curriculum	Teachers were released to work in Collaborative learning teams focusing on a high impact strategy or topic each session.	Work of CLTS showed high engagement of teachers and improved outcomes of student
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This was used for teachers to meet with leaders, literacy and numeracy coaches through case meetings to track and monitor student learning and to identify next teaching points	Each students literacy and numeracy learning needs were met.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A