

East Torrens Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

East Torrens Primary School Number: 971

Partnership: Campbell

Name of School Principal:

Gael Little

Name of Governing Council Chair:

Maria Cocca

Date of Endorsement:

1/3/17

School Context and Highlights

East Torrens Primary School is located in the north-eastern suburbs of Adelaide & is an active member of the local DECD Campbell Partnership. The school comprises of nine mainstream classes, six Intensive English Language classes, an OSHC Centre & two Special Education classes that provide specialised teaching & learning for 20 students with disabilities. There were 312 students enrolled across the 17 classes in 2016. The school population included four Aboriginal students & seven students under the Guardianship of the Minister (GoM). There were approximately 106 families eligible for School Card Assistance.

East Torrens continues to have a high level of student transience. In addition to new students starting Reception and those students moving on to Secondary School, there were over 140 students who moved in and out of the school. Of the 312 students enrolled, 41 (13%) Students with Disabilities (SWD) are placed across our mainstream classes and nineteen of these students have placement in our two Junior and Primary Special Education Classes. In addition to the SWD, there are 75 (24%) mainstream students identified in the Nationally Consistent Collection of Data (NCCD) who require an educational adjustment to assist them to participate in schooling on the same basis as other students.

The "Nature Play area" was finalised featuring an established natural environment, sand-pit, grassed area, vegetable garden & bike track.

East Torrens continues to develop its global connections through enriched experiences & understandings amongst IELP & mainstream students from over 30 cultures and speaking over 39 different languages. Bilingual School Service Officers (BSSOs) continued to support the program, offering interpreting and translation skills covering the most predominant languages.

Students with disabilities, English as an Additional Language and/or Dialect (EALD), children under the Guardianship of the Minister and those with complex social/emotional needs were supported in a number of ways including, EALD focus teacher funding, School Services Officer (SSO) programs, & differentiated Negotiated Education & ILP plans which focus on individual learning needs.

Highlights for 2016 include

- Numeracy Focus: Natural Maths Strategies (Ann Baker) • Improved Attendance results • All Yr 3, 5 & 7 students reached National Minimum Standard (Naplan) • STEM teacher appointed • Robotics Program • Stephanie Alexander Program
- Staff Professional Learning Teams

Governing Council Report

Achievements and Highlights

- Establishment of a Nature Play Garden and extension of Stephanie Alexander Program
- Support for a chrome book per student and new teacher laptops/replaced old smart-boards
- Assistance and support for 'End of Year Concert'
- Canteen running once a week with volunteers from Governing Council
- Fundraising events - 'Mother's/Father's Day Stall, Sports Day and Federal Election BBQ
- Year 7 Graduation
- Training and Developments 2016 led by leadership:
 - Attendance
 - Powerful Learning
 - Results Plus
 - Code of Ethics
 - Feedback and presentation to Governing Council members of External Review for ETPS 2016

There have been many positive achievement and highlights for our Governing Council in 2016 After nine years as Governing Council Chairperson, I am retiring from this position pending the Annual General Meeting (Feb 2017). It has been a very satisfying experience and I wish to thank the Senior Leadership team, staff and students for all your support over the years.

On behalf of the School Council, Senior Leadership team, staff, students and the school community at East Torrens Primary School we also wish to thank Maria for all her valuable time, hard work and dedication.

Gael Little
Principal

Maria Cocca
Chairperson Governing Council

Improvement Planning and Outcomes

East Torrens Primary School participated in an External Review in 2016 as part of the Improvement and Accountability Directorate Committee we received a four year review. During the review, four areas were identified for improvement. These are:

DIRECTION 1

Monitor and moderate student progress against the Australian Curriculum achievement standards by developing coherent whole-school approach for the use of summative and formative assessment.

DIRECTION 2

Ensure all students are well-supported to achieve the DECD Standard of Education Achievement by utilising an agreed suite of diagnostic assessments to design intervention strategies and track progress.

DIRECTION 3

Build strong partnerships for powerful learning by ensuring teachers, students and parents share expectations, set goals and work together to support improved learning outcomes.

DIRECTION 4

Transform the collaborative work of staff by ensuring professional learning teams (PLTs) are used to build the school's capacity to focus on learning improvement as a shared endeavor.

From Terms 2 - 4. 'Direction 4' was our main focus area for improvement. Steps we made toward improving this outcome include:

- setting up a focus teacher for 'Numeracy'
- established and agreed on specific protocols for PLTs (Professional Learning Teams)
- structured staff meetings including a main focus on staff training and development with PLT groups (e.g. Natural Maths Strategies)
- Whole school agreement to use Mental Routines
- WOW (Watching Others Work) - staff learning from each other and sharing ideas
- analysing and comparing data with SEA and Hattie's work on the four quadrants
- developing feedback between teacher and student in readiness for the next learning opportunity
- School funded PLTs structure to support professional dialogue to establish consistency of practice and ensure expectations are followed
- mentoring provided by a focus teacher
- Expectation Chart is clearly displayed for staff to monitor their own progress with 'negotiable expectations' for each specific term.

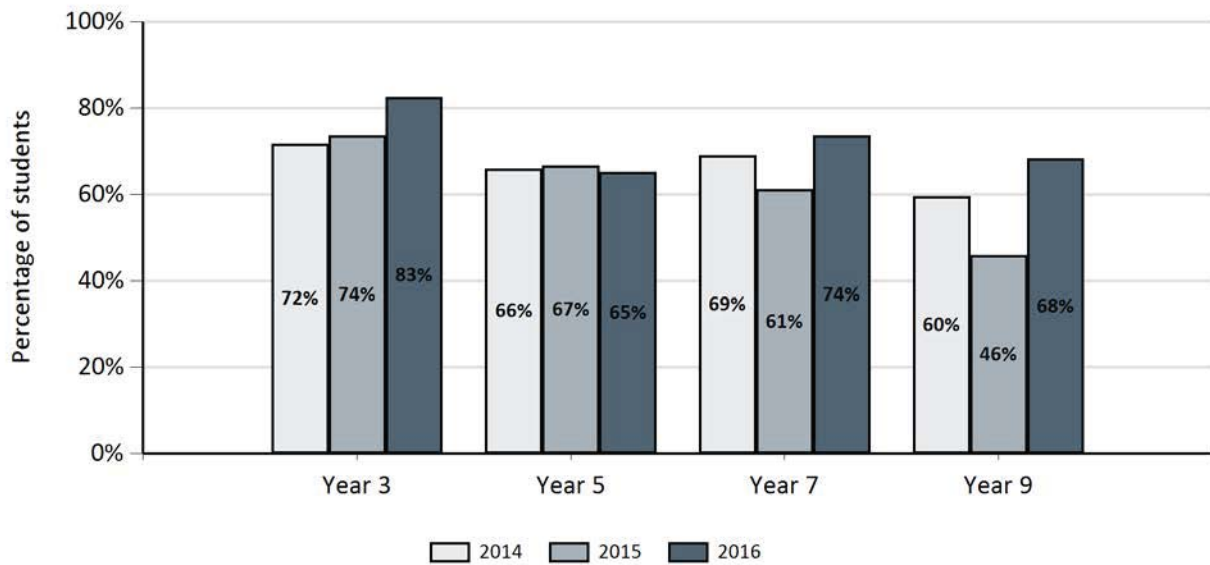
Each outcome continues to remain a focus for whole school improvement, with an ongoing focus on Direction 1 in 2017.

Performance Summary

NAPLAN Proficiency

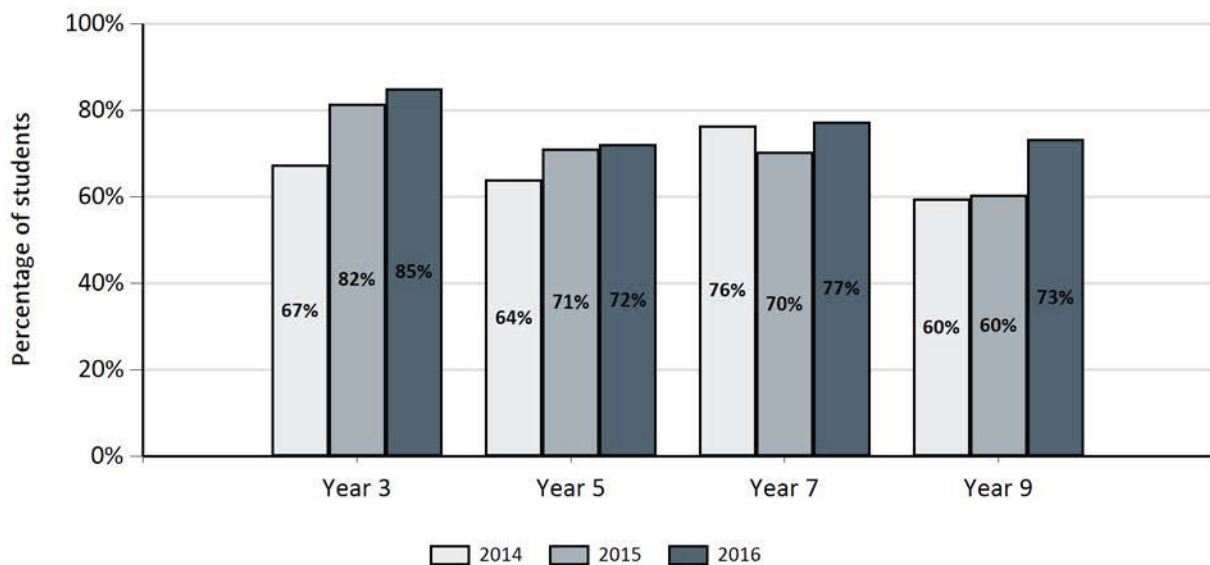
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	19%	24%	25%
Middle progress group	56%	57%	50%
Upper progress group	25%	19%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	0%	38%	25%
Middle progress group	31%	29%	50%
Upper progress group	69%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	26	26	7	3	27%	12%
Year 3 2014-16 Average	27.7	28.7	7.7	4.3	28%	15%
Year 5 2016	31	31	4	6	13%	19%
Year 5 2014-16 Average	26.0	27.0	4.3	4.3	17%	16%
Year 7 2016	27	27	4	2	15%	7%
Year 7 2014-16 Average	23.7	24.0	4.3	2.7	18%	11%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

Reading:

In the early years, reading progress is monitored against Running Records.

In 2016, the Reading results, as measured by NAPLAN, indicate that 83% of Yr 3 students, 65% of Yr 5 students and 74% of Yr 7 students demonstrated the expected achievement under the DECD SEA standards. For Yrs 3 and 7, this result represents an improvement from the historic baseline average. At Yr 5, the result represents a slight decline from the historic baseline average of 66%. In 2016, 27% (7 of 26) of Yr 3 students, 13% (4 of 31) of Yr 5 students and 15% (4 of 27) of Yr 7 students achieved in the top 2 NAPLAN Reading proficiency bands.

Numeracy:

In 2016, the Numeracy results, as measured by NAPLAN, indicate that 85% of Yr 3 students, 72% of Yr 5 students & 77% of Yr 7 students demonstrated the expected achievement under the DECD SEA standards. These results represent an improvement in Yr 3 results however there is very little change to the historic baseline average in results for students in Yrs 5 and 7. In 2016 12% (3 of 26) Yr 3 students, 19% (6 of 31) Yr 5 students and 7% (2 of 27) Yr 7 students achieved in the top 2 NAPLAN Numeracy Bands.

PAT R RESULTS

Yr 3 Text Type Analysis • The text types 'Procedure & Mixed' were not assessed in Yr 3 • The Information text type had the greatest percentage of questions answered correctly with 60 out of 96 possible questions answered correctly. (62.5%) • Each of the other text types assessed scored less than 60% of answers correct with instruction scoring the lowest, achieving 53 out of 120 possible questions answered correctly (44.2%)

Yr 4 Question Type Analysis • Questions requiring students to Interpret by Making Inferences receive the lowest percentage of correct answers with only 55.5% of questions answered correctly. • Students in Yr 4 have correctly answered more than 75% of questions that require them to Reflect on Texts and Retrieve Directly Stated Information

Yr 5 Question Type Analysis • Students in Yr 5 have answered less than 60% of questions correctly in all areas, aside from questions requiring them to Retrieve Directly Stated Information, where 66.7% of questions were answered correctly

Yr 6 Question Type Analysis • Students in Yr 6 answered less than 60% of questions correctly in all areas, aside from Reflecting on Texts, where 65.2% of questions were answered correctly

- Both Interpreting Explicit Information and Interpret By Making Inferences achieved less than 55% of questions answered correctly

Yr 7 Question Type Analysis

- Interpreting Explicit Information also posed a challenge for Yr 7 students with 132 correct answers from 255 possible (51.8%)

- Yr 7 students had the most difficulty with Interpreting By Making Inferences, achieving only 71 correct answers from 150 possible (47).

PAT M RESULTS

Whole School Maths Analysis

- The strand Probability was not assessed in Yr 3 • The strand Algebra was only assessed in Year 7 • There is a significant gap in achievement with results significantly below 50% in all strands excluding Probability which received 57.3% of answers correct

Attendance

Year level	2014	2015	2016
Reception	75.8%	92.6%	88.9%
Year 01	90.7%	85.3%	94.3%
Year 02	90.8%	86.1%	86.4%
Year 03	89.5%	91.6%	89.2%
Year 04	87.3%	89.5%	89.4%
Year 05	82.4%	88.1%	94.5%
Year 06	88.7%	86.0%	92.0%
Year 07	86.5%	90.5%	92.8%
Primary Other	90.1%	90.0%	92.8%
Total	88.0%	88.9%	91.5%

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

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

Attendance Comment

Non-attendance is monitored by the counsellor who assesses the data daily, conducts home visits, connects with families and provides opportunities for students to engage with their school positively. Our mantra is 'Attendance Matters at ETP' Classes are involved in analysing their data, drawing up graphs representing their attendance. Newsletters include information for families. Assemblies also include celebrating students attendance with a certificate & names published in the newsletter. ETPS attendance policy was highly applauded by the DECD review panel & has been used as an exemplar.

Behaviour Management Comment

During 2016 there has been a significant decrease in incidences of violence and bullying. All behaviours are addressed and behaviour plans are implemented. Parents are involved in all discussions involving their child. A strong behaviour policy is embedded throughout the school and students are supported to make good choices. Student's well-being underpins all programs & supports students to make positive choices. In our parent survey 92% stated that behaviour management is well managed. Our bullying survey conducted across the school in terms 1 and 3 states that 90% of students feel safe in the yard and in the classroom. Approximately 80% of students state that they were well supported by the school after an incident in the yard or in classroom.

Client Opinion Summary

The Parent Survey was very positive for East Torrens Primary School in 2016. From the 24 survey candidates, all were chosen randomly.

Analysis

From the 5 categories listed with range: 1- strongly disagree, 2- disagree, 3 - neither disagree or agree, 4 - agree and 5 - strongly agree - there were negligible results for the disagree or strongly disagree categories across the whole survey.

All categories scored from the 4.3 to 4.8 range

Ratings (top rating is 5)

- 4.8 - I can talk to my child's teacher about my concerns.
 - Teachers at this school treat student's fairly
- 4.7 - My child feels safe at this school
 - My child likes being at this school.
- 4.6 - Teachers at this school motivate my child to learn.
- 4.5 - The school works with me to support my child's learning.
 - My child is making good progress at this school.
 - This school is well maintained
 - Teachers at his school expect my child achieve his or her best.

The staff, students and community are proud of these results and will always have 'improvement' as their motto.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	21	15.7%
Other	1	0.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	16	11.9%
Transfer to SA Govt School	92	68.7%
Unknown	4	3.0%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

East Torrens Primary School uses the DCSI portal to obtain current 'Child Related Clearance' certificates for all our volunteers, outside agency staff, SSOs and BSSOs, pre-service teachers and third party providers as per DECD requirements. We have clearly defined documentation and processes for recording up-to-date information and the school is aware that all DECD clearances are now obtained through the on-line portal.

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	57
Post Graduate Qualifications	10

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	26.1	0.6	14.7
Persons	0	30	1	25

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

Financial Statement

Funding Source	Amount
Grants: State	\$4,252,303.71
Grants: Commonwealth	\$29 500
Parent Contributions	\$106,130.71
Fund Raising	\$3,450
Other	\$51,352.96

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

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	Major focus on Attendance and Engagement in 2016 across the whole school - plan revised, daily focus on engagement.	Attendance 88.9% (2015) to 91.5% in 2016. External Review praised our achievement
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	EALD - employed teacher 0.3 + school added 0.3 to make 0.6	Work across the whole school to enable EALD students to access the curriculum.
	Improved Outcomes for Students with Disabilities	High level disability at the school. Funds used to employ SSO's trained to work with students with physical and/or intellectual needs across the whole school.	High level of engagement with student's with disabilities and their families
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	0.2 Funding for ACEO Hindi and Punjabi (formerly FLM funding) 0.2 for 20 students. Teacher employed for the whole year. N/A \$53,000 SSOs employed to support students to engage with learning. Data shows improvement in SEA standards and behaviour Aust Curriculum \$13,579 Access to a coordinator based at Campbell Partnership, Naomi Jackson for release of R-7 staff (3 sessions per term)	R - 7 students received extra support in Literacy & Numeracy Reports for families against Aust. Curriculum. Higher engagement of Hindi/Punjabi families
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	N/A
Other Discretionary Funding	Better Schools Funding	Employed focus teacher in Numeracy with focus years 5/6/7 to raise Naplan numeracy SEA levels	2016 Naplan results - improvement of students reaching SEA (particularly Year 7)
	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	<ul style="list-style-type: none"> Robotics program as part of STEM Powerful learning focus with staff 	Average and higher students stretched. Staff practice intentional teaching
	Primary School Counsellor (if applicable)	0.6 funding for school counsellor plus additional 0.4 from library conversion staffing provided by the school	Focus on attendance, behaviour, positive play and bullying - highly successful