



# East Para Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

East Para Primary School Number: 1134

Partnership: Montague

**Name of School Principal:**

Ros Frost

**Name of Governing Council Chair:**

Megan Napier

**Date of Endorsement:**

28/02/2017

## School Context and Highlights

East Para Primary School's (E.P.P.S.) vision is to create a challenging, supportive environment that engages learners as a community of global thinkers. E.P.P.S.'s values of integrity, respect, trust, caring, honesty and responsibility are integral to our school's culture.

E.P.P.S. is acknowledged for an extensive and varied teaching and learning program which is engaging, challenging and rigorous. Information Technology is embedded R-7, with a ratio of 1:1 iPads in Year 6/7 and 1:2 across year R to 5.

E.P.P.S. also offers specialist teaching in The Arts, Japanese language and P.E.

In 2016 The Arts at E.P.P.S. included a school music program, School Concerts and a school band which performed at the Mawson Lakes Fair. In 2016 the school was also involved in the Festival of Music and Wakakirri. E.P.P.S. also offered an extensive private music program.

In 2016, Sports Day was held in Term 1, student participation in S.A.P.S.A.S.A. was well supported and as were the school football and netball teams. In 2016 all Year 3-5 primary school participated in school camps and aquatics for the Year 6/7. In 2016 the school was also a successful participant in the Pedal Prix winning at Murray Bridge for the second year in a row.

The school had R-5 swimming lessons, Tri Skills and Footsteps programs. In 2016 the school also celebrated Harmony Day, Bookweek and Reconciliation Week.

I commend all who have contributed to the outstanding school and community at EPPS.

I would like to acknowledge the work of Deb Gustainis (Senior Leader, outcomes for students with a disability) and Lorraine Munro (Finance Officer), they will both be missed by all at E.P.P.S.

In 2016 we were thrilled to secure Pastoral Care Worker (P.C.W.) funding for 2017 and I would like to sincerely thank Tracey Cooper for her ongoing work and support.

I would also like to thank our O.S.H.C. Director Joel Cooke for all his work in making our O.S.H.C. a happy and nurturing after school program and for developing an engaging and varied Vac care program.

I would also like to mention Megan Napier Chairperson, and Brigitta Maitland, Secretary for their Governing Council leadership.

Finally I would like to thank all students, staff at EPPS for their focussed work during the transition to a new principal.

Our strong, collaborative and supportive community has ensured that East Para PS continues to achieve excellence in all areas of schooling.

## Governing Council Report

### Parent Voice Counts

The East Para Primary School Governing Council had a very informative and exciting 2016.

- Five existing parent/caregivers continued their two year run as council members.
- We had two parent /caregivers renominate after their two years involvement had expired.
- We had three new parents/caregivers nominate for the first time.
- One parent resigned from Governing Council and we thank them for their time.
- Alison Collins and Haylee Fisher attended Council meetings as teacher representatives.
- After three terms without a permanent Principal, we welcomed Ros Frost to East Para and thank Marg Clark and Terena Pope for their assistance.
- Ros Frost, Aaron McPherson and Deb Gustainis attended meetings as representatives of the leadership team.
- Frances Bedford, local MP was always welcomed into our meetings.

In total the 2016 EPPS Governing Council consisted of 9 Parent/Caregiver representatives, 2 Teacher representatives and 3 Leader representatives.

Megan Napier returned as Governing Council Chairperson and Marie Moores as Vice Chairperson, Brigitta Maitland as Secretary, Cindy Bauer as Treasurer, and Fiona Neill as Holder of the Seal. Sub Committees were formed and each committee had at least one or more representatives from Governing Council.

Throughout 2016 Governing Council members discussed and voted on many interesting topics and issues, including

1. Formation of a canteen committee. Thank you to Janine, Marie, and Brigitta who are now the members of the canteen committee.
2. Soap in the student bathroom. The matter was left with the SRC to work through. The S.R.C. proposed that soap was put in and out at recess and lunch. Mr Rooney's class has offered to assist with this.
3. Gold coin casual day on Friday 3rd June. The money raised from this event was used to install 'friendship benches' in consultation with Rm 15. If you are sitting on the bench, others can see and offer you an invitation to play.
4. The SRC whole school disco. The disco, junior primary from 4.30 – 5.30pm and the upper primary from 6.00– 7.00pm was another great success with parents from the Governing Council supporting the SRC by collecting money, supervising the drinks station and the students attending the disco.

The Executive Committee members would like to thank all Governing Council Members and Teacher Representatives for their contribution, support and dedication making the East Para Primary Governing Council a successful and enjoyable for all! Brig.

## Improvement Planning and Outcomes

### English

#### NAPLAN (SEA Standard)

Target 52 / 68 Year 3 students achieve Band 3 or above in Reading Actual 51/70

Target 37 / 62 Year 5 students achieve Band 5 or above in Reading Actual 47/62

Target 36 / 55 Year 7 students achieve Band 6 or above in Reading Actual 37/55

#### NAPLAN (Higher Band Retention)

Target 18 / 24 Year 5 students achieve Band 7 or 8 in Reading (after achieving Band 5 or 6 in 2014) Actual 16

Target 10 / 13 Year 7 students achieve band 8 or 9 in Reading after (achieving Band 7 or 8 in 2014) Actual 5

#### Reading Levels (SEA Standard – end of Term 3)

Target 42 / 57 Reception students achieve Level 5 Actual 32/54

Target 40 / 52 Year 1 students achieve Level 15 Actual 37/51

Target 45 / 58 Year 2 students achieve Level 21 Actual 43/58

#### PAT-Rc (SEA Standard)

Target 55 / 68 Year 3 students achieve a Scale Score of 100 Actual 48/68

Target 29 / 51 Year 4 students achieve a Scale Score of 110 Actual 33/47

Target 43 / 62 Year 5 students achieve a Scale Score of 115 Actual 46/61

Target 42 / 59 Year 6 students achieve a Scale Score of 120 Actual 31/56

Target 40 / 55 Year 7 students achieve a Scale Score of 124 Actual 34/53

PAT-Rc - growth - 320 students will achieve 1 years growth in PATR-c (September 2015 – September 2016) 202/374

Compared to State and Category of Disadvantage EPPS reaches all targets in Running Records. EPPS site targets reflect growth in Year 4 and 5 and is validated by two sources. Foci for 2017 is support teacher use data to tailor and target their teaching programs to improve % of students achieving SEA. Task design which allows for low floor high ceiling is crucial to improve % of students achieving and retaining in the higher bands.

### Numeracy

#### 2016 PAT Data Target Actual

Target Each student achieves as a minimum, one year's growth from our September 2015 to September 2016 data

Actual 210/364

#### PATM (SEA Standard)

Target 32 / 68 Year 3 students achieve a Scale Score of 110 Actual 30/68

Target 31 / 51 Year 4 students achieve a Scale Score of 115 Actual 32/48

Target 36 / 62 Year 5 students achieve a Scale Score of 120 Actual 35/62

Target 29 / 59 Year 6 students achieve a Scale Score of 124 Actual 32/59

Target 27 / 55 Year 7 students achieve a Scale Score of 125 Actual 31/51

#### NAPLAN (SEA Standard)

Target 47 / 68 Year 3 students achieve Band 3 or above in Numeracy Actual 46/70

Target 39 / 62 Year 5 students achieve Band 5 or above in Numeracy Actual 45/62

Target 29 / 55 Year 7 students achieve Band 6 or above in Numeracy Actual 40/55

#### NAPLAN (Higher Band Retention)

Target 15 / 17 Year 5 students achieve Band 7 or 8 in Numeracy (after achieving Band 5 or 6 in 2014) Actual 13

Target 8 / 9 Year 7 students achieve band 8 or 9 in Numeracy (after achieving Band 7 or 8 in 2014) Actual 5

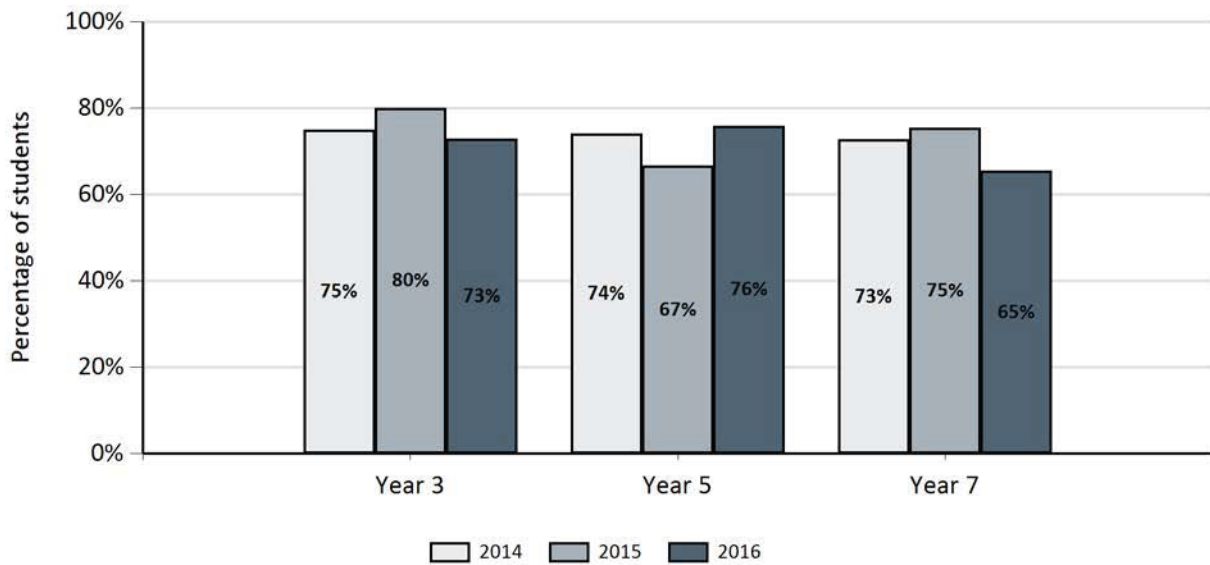
EPPS Numeracy targets have been nearly or achieved for all year levels across two tests. Year 5 and Year 7 in particular showed strong growth in numeracy in NAPLAN. However as Task design which allows for low floor high ceiling is crucial to improve % of students achieving and retaining in the higher bands.

## Performance Summary

### NAPLAN Proficiency

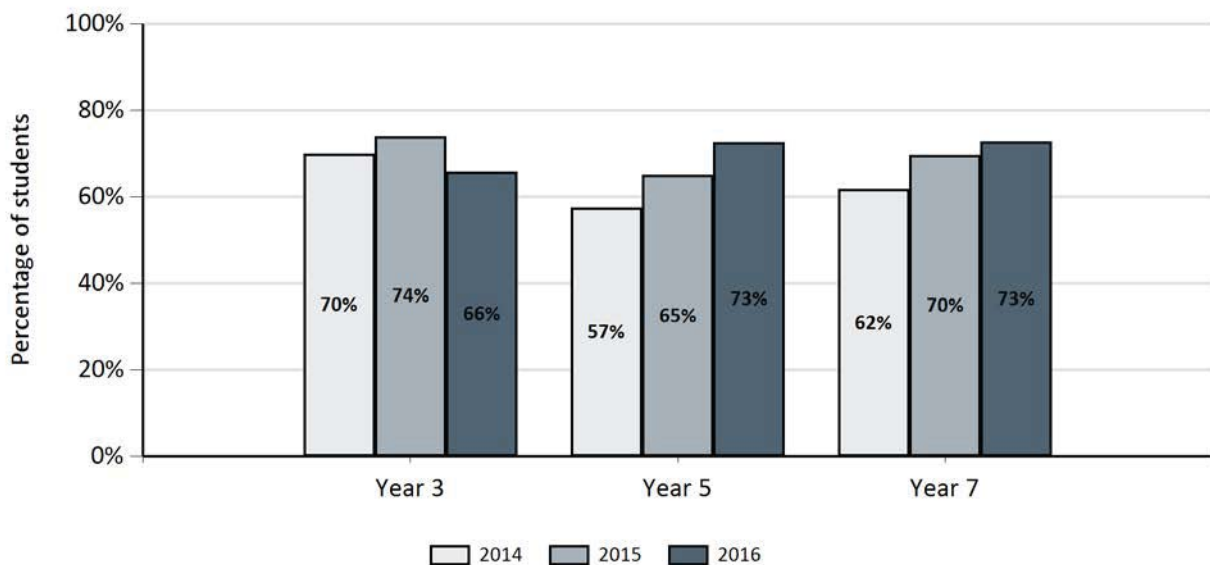
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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%	21%	25%
Middle progress group	57%	60%	50%
Upper progress group	24%	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	19%	27%	25%
Middle progress group	50%	49%	50%
Upper progress group	31%	24%	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	70	70	20	9	29%	13%
Year 3 2014-16 Average	60.0	60.0	21.0	12.3	35%	21%
Year 5 2016	62	62	22	15	35%	24%
Year 5 2014-16 Average	58.7	58.7	15.3	8.7	26%	15%
Year 7 2016	55	55	9	9	16%	16%
Year 7 2014-16 Average	59.7	59.7	10.0	5.0	17%	8%

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

### NAPLAN PROFICIENCY

While the percentage of Year 3 students achieving proficiency bands above the National Minimum Standard (NMS) in Reading and Numeracy in 2016 is lower than achieved in 2015, it is inclusive of 8 students who have a verified disability which precludes them from accessing the curriculum in the same way as other students and is significantly different to the 2015 cohort which included only 3 students with a verified disability. Analysis of the 2016 NAPLAN Reading data shows all students who achieved Bands 1 or 2 have received targeted Literacy intervention since Year 1 and while NAPLAN data indicates less than ideal achievement, the majority of students have achieved their individual target of a year's growth.

In response to the number of students not achieving above NMS in Numeracy, 2017 will see the implementation of a targeted Numeracy intervention - TOO Smart Maths.

Year 5 Proficiency Band data for Reading and Numeracy indicates an improvement in the number of students achieving above the NMS in comparison with the previous two years. In 2016, the implementation of Quick Smart Maths, enabled 12 students to access targeted Numeracy Intervention. All students made significant improvement in their number fact recall.

While Proficiency Band data for Year 7 Reading indicates a reduction in the number of students achieving above NMS, 58% of students in Bands 4 and 5 made middle growth between Year 3 and 5.

### NAPLAN PROGRESS

The Year 3-5 Band Growth Data for Reading is encouraging with 19% of students making low growth and 24% making upper growth. Our aim would be to move 4% of low growth students to middle growth and move 11% of students from middle growth to upper growth. All teachers have used PAT Reading data to set individual Reading Comprehension targets which reflect a minimum of a year's growth.

The Year 3-5 Band Growth Data for Numeracy is excellent with 31% of students making upper growth.

Band Growth Data for Reading between Year 5-7 indicates a need to move more students from the middle growth group to high growth.

While the Year 5-7 Band Growth Data for Numeracy is not poor, there is a need to increase the number of students making upper growth while reducing the number making middle growth. The use of Quick Smart Maths number facts testing, indicated that our students do not have number fact automaticity in multiplication and division. This is an area of improvement in the future.

### NAPLAN UPPER BAND ACHIEVEMENT

Year 5 upper band achievement in Reading and Numeracy are the best they have been in three years and while the number of students achieving in the upper bands is still not huge, the trend of results dropping dramatically in Year 5 has slowed.

A continued whole school focus around stretch in Reading Comprehension and Numeracy is required to ensure larger numbers of students are able to achieve in the upper bands. Analysis of student results in both NAPLAN and PAT tests has enabled teachers to set individual Reading Comprehension and Numeracy goals reflecting a minimum of one year's growth.

## Attendance

Year level	2014	2015	2016
Reception	94.1%	91.3%	92.1%
Year 01	94.1%	93.4%	93.1%
Year 02	96.1%	91.5%	94.1%
Year 03	94.5%	92.5%	91.4%
Year 04	94.1%	92.2%	91.6%
Year 05	93.6%	89.9%	93.3%
Year 06	94.5%	90.5%	93.7%
Year 07	94.7%	92.3%	92.7%
Total	94.5%	91.7%	92.7%

Data Source: Student Data Warehouse, Semester 1 Attendance.

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

## Attendance Comment

Our overall attendance rate dropped from 92.9% in 2015 to 92% in 2016.

A system was introduced in term 1, where parents now receive an automated text message if their child is absent and they haven't informed the school. This system has resulted in a decrease in the number of unexplained absences when compared with 2015.

In conjunction with this system, weekly reports are automatically emailed to the school counsellor. This provides data which is used to support / identify targeted intervention for 'students at risk', due to their concerning level / rate of absence / absenteeism rate.

## Behaviour Management Comment

Adhering to the Departmental guidelines around entering and analysing student behaviour data, we have been able to track and monitor students who have demonstrated bullying and violent behaviour. Through this we have provided individualised intervention and support to these students by working collaboratively with them, their parents and teachers to develop their social and emotional intelligence and improve their engagement in learning. We have focussed on transparent communication with all families involved in behaviour incidents, to ensure a consistent approach between home and school.

Staff participated in the Non-Violent Crisis Intervention training. This provided them with the most up to date strategies to safely support our students.

## Client Opinion Summary

There were 361 student responses. There was strong support from the students for the school. Of the 12 statements, more than 90% of the students either 'Agree or Strongly Agree that 'My teachers expect me to do my best' and 'My school looks for ways to improve'.

In seven statements 80-90% of the students either 'Agree or Strongly Agree.'

The lowest student score was for the statement 'Student behaviour is well managed at my school.(61% Agree or Strongly Agree)'.  
There were 28 parent responses. There was phenomenal support for the school, with 100% of the parent responses either 'Agree or Strongly Agree' that the school is well maintained.

There were eleven statements in which greater than above 90% of the parents 'Agree or Strongly Agree' with and two statements in which 70- 80-% of the parents ' Agree or Strongly Agree' with.

There were no negative responses for the following 10 comments-

- Teachers at this school expect my child to do his or her best.
- Teachers at this school provide my child with useful feedback about his or her work.
- The school is well maintained.
- My child feels safe at this school.
- The school looks for ways to improve.
- This school takes parents' opinions seriously.
- Teachers at this school motivate my child to learn.
- My child is making good progress at this school.
- My child's learning needs are being met at this school.
- This school works with me to support my child's learning.

Anecdotal comments from the parents raised concerns of the impact of changing Principals on the school, a need for the tightening of drop off zone rules and a suggestion for an optional term 3 interview times.

There were 26 staff responses.

There was extremely strong support from the staff for East Para Primary School.

There were nine statements in which greater than above 90% of the staff 'Agree or Strongly Agree' and six statements in which 80-90% of the staff ' Agree or Strongly Agree' with.

The lowest support from staff was about the statement 'I receive useful feedback about my work at this school'. This is obviously an area for focus in 2017.

There is consistent feedback from all groups about the school ethos, dedication of the school staff, classroom learning programs and extracurricular activities and as one parent wrote 'love for the school and what it stands for'.

The 'My School' website provide families with additional information, <http://www.myschool.edu.au/>



## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	4.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	9.5%
Transfer to SA Govt School	72	85.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

All volunteers at East Para Primary School have a Criminal History clearance through DCSI. This is paid for by the school and copies of the clearances are filed on site. All volunteers have also completed the Responding to Abuse and Neglect with copies of their certificates kept on file before they can act as a volunteer. Files are maintained as per the DECD record keeping policy.



## 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	43
Post Graduate Qualifications	8

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 Equivalent	0.0	25.8	0.0	7.5
Persons	0	28	0	11

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

## Financial Statement

Funding Source	Amount
Grants: State	15 000
Grants: Commonwealth	319 198
Parent Contributions	137 614
Fund Raising	Nil
Other	-

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
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	P.D. on the 5 point scale and Way to A. Ongoing support for staff to implement programs to help students better manage their own behaviour. Individual funds sourced for students with specific needs.	Consistent use of EDSAS to record behaviour data will enable accurate tracking.
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Language and Literacy levels were used to develop Individual Learning Plans (ILP). Plans communicated to families. Class teachers developed strategies that supported the implementation of the ILP. Additional SSO support.	Improved tracking, monitoring and reviewing of student goals.
Targeted Funding for Individual Students	Improved Outcomes for Students with Disabilities	Numeracy and Literacy data interrogated, NEPs reviewed and developed. Class teachers developed strategies for classroom. Targetted SSO support is also in place and monitored.	Improved tracking, monitoring and reviewing of student goals.
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	Aboriginal students. Students received individual or small group support in Literacy with an SSO, participated in our Early Years Guided Reading Program as well as being supported within the classroom with a ILP which was reviewed each term. Quicksmart Maths was implemented in 2016. Student growth recorded. Targetted intervention R- Yr 7 supports the development of Phonological and comprehension skills. Focussed intervention	ACEO to work with staff to set goals and plan regular reviews. Review intervention programs, tracking monitoring and SSO skills.
Program Funding for all Students	Australian Curriculum	Focus on developing staff skills to identify and explicitly teach text types. Foci also included transforming tasks, with a focus on low floor high ceiling task design and moderation of students work,	Staff pedagogical focus
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
Other Discretionary Funding	Better Schools Funding	Funds used to build teachers capacity, to develop task design so as to increase % of students in Higher Bands and % of students who retain high bands over time.	Staff pedagogical focus
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	N/A
Other Discretionary Funding	Improved Outcomes for Gifted Students	N/A	N/A
Other Discretionary Funding	Primary School Counsellor (if applicable)	Ongoing support for staff to develop their capacity to enable students to manage their own behaviours. Support also available through Non Violent Crisis Intervention professional learning.	Consistent use of EDSAS to record behaviour data will enable accurate tracking.