

Salisbury Downs Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Salisbury Downs Primary School Number: 1194

Partnership: Orion

Name of School Principal:

Ian Marlow

Name of Governing Council Chair:

John Lynn

Date of Endorsement:

19/30/2018

School Context and Highlights

Salisbury Downs Primary School is located 17km north of Adelaide and was established in 1975.

The school is a Category 3 Index of Disadvantage site and an Index of Community Socio-Economic Advantage (ICSEA) of 935 (average value = 1000) and an enrolment of 348 students.

The school has 13 classes comprising 5 Junior Primary and 8 Primary classes.

The composition of the student population at Salisbury Downs Primary School is complex with considerable levels of hidden poverty. We have a significant representation of cultures (29 at last count), we have no predominant group other than that of Anglo-Saxon descent. Major Cultural Groups other than Anglo-Saxon are: Vietnamese, Chinese, Khmer, Italian, Greek, Serbian, Sierra Leone, Congolese, Afghani, Iraqi and Ukrainian. In 2015, 25% of our students came from Non-English Speaking backgrounds.

Student support: A significant and growing number of students require Literacy support. An increasing number of students begin school with little or no formal language concepts.

- 10% of students are identified as Students with Disabilities
- 49% of students are eligible for assistance with their education via government School Card.
- Approximately 7% of students are of Aboriginal descent.

Governing Council Report

The School year for 2017 has drawn to a close and once again I would like to express my sincere thanks to the Governing Council members teachers and parents who once again gave up their valuable time to help support the school and students throughout the year.

We started off 2017 with a couple of new faces on the council that is always nice to see. The Salisbury Downs Governing Council is only small, but the members are very dedicated and this helps to achieve excellent results when it comes to fundraising for the school.

Vesna, our canteen manager once again has continued to provide fresh and inviting food for our students and staff at a reasonable price, without Vesna and her dedicated volunteers the canteen would not be able to continue to operate.

Throughout 2017, the Governing Council organised various fundraising activities, these included Discos, Ice Cream days and Sausage sizzles all of which were quite successful. I would like to thank all council members teachers and parents who gave up their time to help, without your help these extra activities for the students would not be possible.

The School Concert was fantastic. Every year it keeps getting better, the students' performance was excellent and you really don't know what to expect from one year to the next. Congratulations to the students and teachers for all your hard work to make the concert a brilliant success. Looking forward to 2018.

The Year Seven Graduation was an excellent night had by all, parents and teachers would have been so very proud of the graduating students.

Thanks again to Tammy who organised the year seven graduation with the assistance of students and teachers. I'm sure the year seven graduation will be something very special that the students from the Graduation Class will remember for many years to come.

In closing I would like to say a big thank you to Governing Council members, teachers, staff and parents for their outstanding support and dedication throughout 2017 and very much look forward to having your assistance once again in 2018.

The continuous unselfish support and dedication from staff and parents is what makes Salisbury Downs Primary an exceptional school for our children to attend, and I'm very fortunate to be a part of this school as a council member trying to make a difference for our children.

John Lynn
Chair Person

Improvement Planning and Outcomes

Site Improvement Targets and Achievement 2016-2017

During 2017, Salisbury Downs staff participated in an Action Research Project where teachers utilised a change in pedagogical practice around the areas of the Big 6 of Literacy.

At the culmination of this project, we found the Running Record data for R-2, primarily around those students who had reached the SEA levels, had increased well above our target which was set at 5%. Reception results went up by 15.9%, Year 1 results went up by 36.9% and Year 2 results went up by 20.3%. This achievement has far exceeded our target and shown that the changes made were valid and worth adopting.

In NAPLAN and PAT, again our target was set at a 5% increase and we have been able to secure improvements of between 4.9% and 6% in all Year levels across the board.

SEA: Yr3=Band 3+, Yr5=Band 5+, Yr7= Band 6+

Target Increase by 5% number of students at SEA (Standard of Educational Achievement)

NAPLAN

SEA: Yr3=Band 3+, Yr5=Band 5+, Yr7= Band 6+

Target Increase by 5% number of students at SEA

Reading 2015 2016 2017

Year 3 56.8 59.5 65

Year 5 48.6 50.9 56

Year 7 63.4 63.9 69

PAT

Target Increase by 5% number students achieving SEA

PAT-R 2015 2016 2017

Year 4 57 62

Year 5 63 54 60

Year 6 70 60 66

Year 7 72 56 62

Target Increase by 5% number students achieving SEA

PAT-M 2015 2016 2017

Year 4 48 54

Year 5 60 54 60

Year 6 52 61 66

Year 7 55 51 56

Numeracy 2015 2016 2017

Year 3 59.5 61.8 67

Year 5 44.4 53.8 59

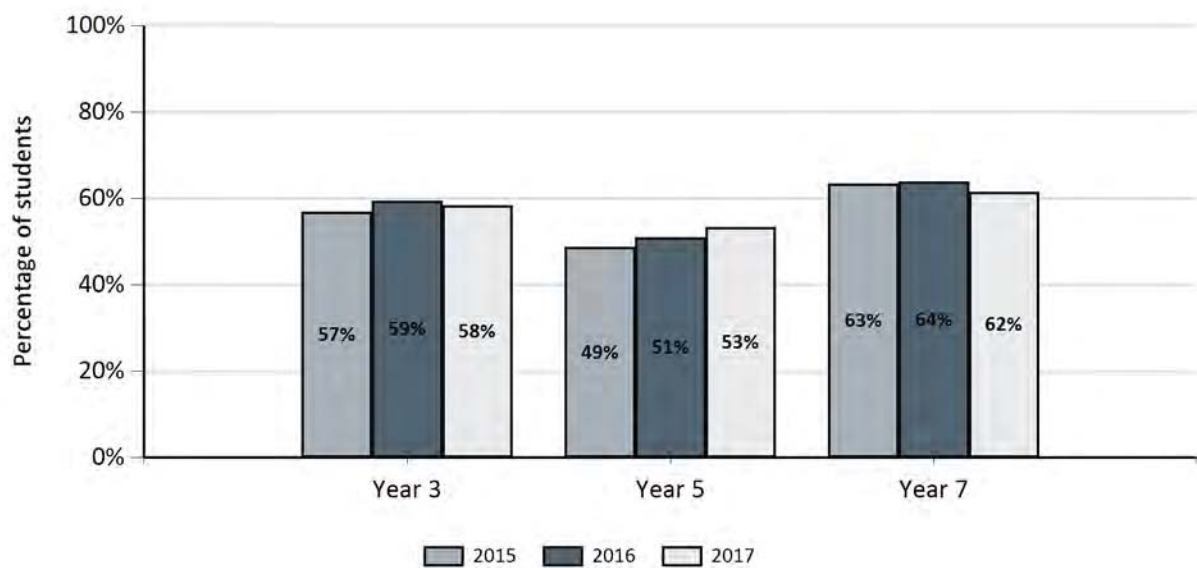
Year 7 58.5 61.1 66

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.

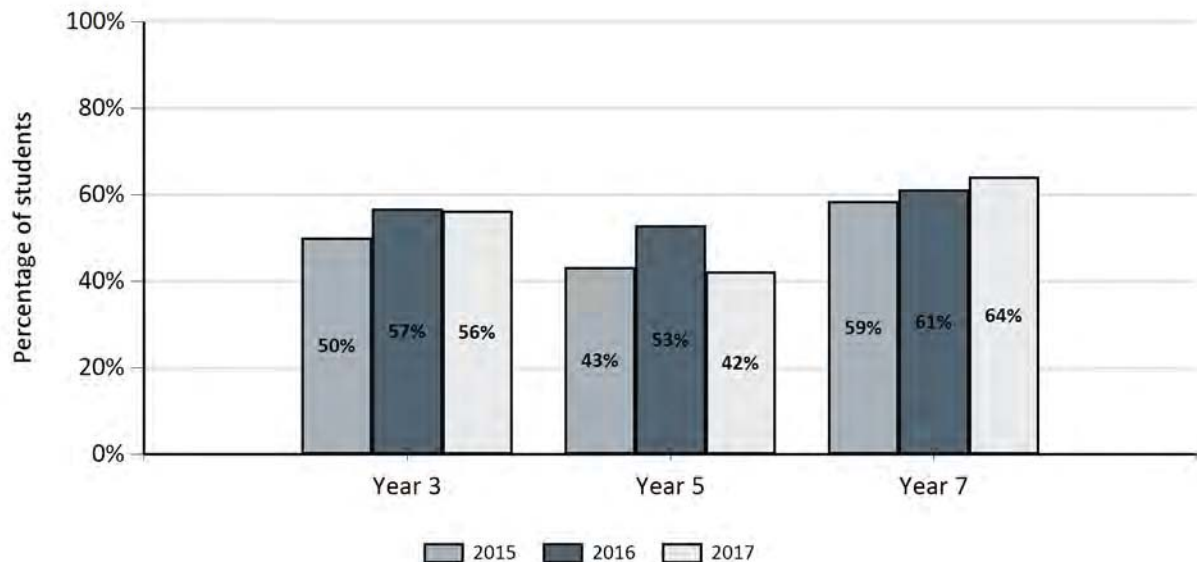
Reading



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.

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 5-7	Year 3-5	State (average)
Upper progress group	16%	18%	25%
Middle progress group	56%	50%	50%
Lower progress group	28%	32%	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	10%	25%	25%
Middle progress group	42%	47%	50%
Lower progress group	48%	28%	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 [^]		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 2017	48	48	10	7	21%	15%
Year 3 2015-17 Average	43.0	43.0	7.7	4.7	18%	11%
Year 5 2017	45	45	4	4	9%	9%
Year 5 2015-17 Average	45.0	45.0	5.3	3.0	12%	7%
Year 7 2017	39	39	2	2	5%	5%
Year 7 2015-17 Average	38.7	38.7	2.3	2.7	6%	7%

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

[^]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

NAPLAN results for the DECD Standard of Educational Achievement in Reading remained positive across the 3 cohorts with the Year 5s showing a 2% improvement, both the Year 3 and Year 7 groups remained at approximately the same achievement levels as the previous two years performance. In terms of progression in Reading, the Year 3 students in 2015 who became the Year 5 students of 2017 had 18% of students in the upper progress group – a similar picture emerges for the Year 5 to Year 7 cohort which had 16% of students in the upper progress (compared to 25% State average). A pleasing result in the lower progress group has the Year 3 to Year 5 group at 32% with the Year 5 to Year 7 group at 28%, much closer to the State average of 25%.

Apart from the Year 5 students, NAPLAN results for the DECD Standard of Educational Achievement in Numeracy were also positive across the cohorts - the Year 3s remained steady at 59% for 2016 and 58% for 2017. The Year 5 students demonstrated an 11% slump in performance (this was reflected across the State) - whilst the Year 7s had a 3% increase over 2016, it was their fourth successive year of improvement. Progress in Numeracy exceeded that in Reading - the 2015 Year 3s who were the 2017 Year 5s had only 10% of students in the upper progress (compared to 25% State average), with the Year 5 to Year 7 group equalling the State average. The student growth in Year 3 to Year 5 demonstrated a 48% in the lower progress group compared to the Year 5 to Year 7 cohort which had 28% in this progress band – with the State average at 25%.

There was also some pleasing progress in regards achievement in the upper two NAPLAN bands - 21% the Year 3 students at Salisbury Downs were in these bands for Reading and 15% for Numeracy. The Year 5s were well below the 2015-17 average in both aspects. The Year 7 students were slightly lower in both Reading and Numeracy than the 2017 average.

Attendance

Year level	2014	2015	2016	2017
Reception	92.6%	92.0%	90.4%	90.8%
Year 1	88.4%	90.1%	90.3%	93.9%
Year 2	91.4%	90.3%	91.7%	91.1%
Year 3	91.5%	89.8%	89.9%	93.7%
Year 4	91.7%	91.6%	91.7%	91.3%
Year 5	90.8%	93.2%	94.5%	92.6%
Year 6	90.3%	91.7%	90.3%	91.4%
Year 7	87.3%	91.2%	90.6%	93.7%
Primary Other		100.0%	51.7%	
Total	90.6%	91.2%	91.3%	92.3%

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

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

Attendance Comment

Attendance has continued to be a priority at our school in 2017. The school uses MGM Messaging to send out automated responses to families when a student has been away. We use SENTRAL for our roll books so we can see student absences at a glance. Class teachers follow up non-attendance with letters home or phone calls. Students with a history of chronic non-attendance have been closely monitored by teachers and reported to the Wellbeing Co-ordinator who follows up via attendance improvement meetings with the parents and carers and then referrals to the Attendance & Engagement Officer.

Behaviour Management Comment

Comparative data indicates a positive improvement in suspensions – from 31 in 2013 to 11 in 2016 and were down to 9 for the same period in 2017 suspensions. This can be ascribed to our continued focus on social-emotional development to support students to self-regulate. There has also been a reduction in the incidents of violence from 564 in 2015 to 516 in 2016 and 432 in 2017.

In 2017, we have invested significant time into addressing the issue of bullying. This has ultimately resulted in an overall decrease of 42% in the number of bullying issues reported as per our annual Bully Audit.

We remain compliant with both the recommendations of the Cossey Report and with the Parent Complaints policy.

Client Opinion Summary

Data from all three opinion surveys - community, students and staff remain highly positive about the school, its administration and the services it provides for students. Highlights from the Community Survey are: Teachers at this school expect my child to do his or her best with a 4.4 average rating out of a possible score of 5; I can talk to my child's teacher about my concerns (4.7) - my child is making good progress at this school (4.7) and My child's learning needs are being met at this school -all with an average of 4.4. Of particular interest is the section My child likes being at this school which returned a positive average of 4.9. The section with the lowest level of agreement was Teachers at this school treat students fairly with an average rating of 4.3, this still puts it into the agree category although not as strongly as all other aspects of the survey.

Student responses to the survey questions were quite similar with highlights being: My teachers expect me to do my best (4.5 average); Teachers at this school treat students fairly (4.3) and My teachers motivate me to learn along with My school give me opportunities to do interesting things both with an average rating of 4.12

Staff annual survey responses are also highly indicative of general satisfaction with Teachers at this school expect students to do their best, Teachers at this school treat students fairly, Students at this school can talk to teachers about their concerns, This school takes staff opinions seriously and Staff are well supported at this school all attaining a 4.6 out of 5 average rating. Also rating highly were: The school looks for ways to improve and Teachers at this school provide students with useful feedback with a 4.5 average score. No average scores rated less than 4.2 out of 5.

Taking all cohorts (community, students and staff) into account, it can be accurately stated that our learning community continues to maintain a positive outlook related to wellbeing.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	6.0%
Other	1	1.2%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	3.6%
Transfer to SA Govt School	74	89.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All DCSI clearance information is channeled through an SSO Administration Officer who handles all of the queries and inquiries related to relevant history screening. This SSO is in constant liaison with the Principal to discuss any issues that might arise from the process. All staff are encouraged to update their clearance well before the scheduled date to ensure continuity of employment and service.

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	32
Post Graduate Qualifications	2

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	21.2	1.3	13.1
Persons	0	24	2	18

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

Financial Statement

Funding Source	Amount
Grants: State	\$185,672.05
Grants: Commonwealth	\$4,000
Parent Contributions	\$81,947.25
Fund Raising	\$3,956.33
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	Provision for greater student voice in matters of direct concern to them including curriculum and social-emotional development	Development of SWAT (Students Working Actively Together) and Anti-Bullying Day
	Improved Outcomes for Students with an Additional Language or Dialect	Recognising that many EALD students have difficulty in reading mastery, programs established on an individual needs basis	Small group and 1:1 setting for targeted students. Reading intervention program
	Improved Outcomes for Students with Disabilities	Development of assistance programs that are both engaging and challenging to the student	Ongoing development of our learning improvement centre "The Hive"
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Additional SSO support across all classroom and specialist areas - dedicated Aboriginal SSO to assist Aboriginal students	Establishment of Aboriginal Cultural Awareness Week program to broaden whole school understanding of Aboriginal culture.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Greater classroom presence and directed professional learning for classroom based SSOs as result of Students with Learning Difficulties Grant	Purchase 3D printer, robotics
Program Funding for all Students	Australian Curriculum	Australian Curriculum Grant used to support whole school STEM activities	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Building staff capacity in data management and pedagogical development SSO support to assist with classroom strategies	2x Focus Teachers to support building of teacher capacity Additional SSOs
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		