



Salisbury North R-7 School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Salisbury North R-7 School Number: 664

Partnership: Orion

Name of School Principal:

Michael Legg

Name of Governing Council Chair:

Janelle Tricker

Date of Endorsement:

March 2017

School Context and Highlights

Salisbury North finished the year with approx. 475 students, including 167 students attending our Intensive English Language Program (IELP). Our IELP provides English support to students who are born overseas - mainly refugees. Cultural backgrounds include Afghani background (30%), Bhutanese (25%) and most recently Syrians (30%).

LIFT OFF

The 2016 school year started with a social inclusion program called 'Lift Off'. This program is designed to give the students learning opportunities that focus on our school values of friendship, respect, teamwork, fairness and honesty. It also includes aspects of Positive Education and links in with the school's Anti-Bullying focus.

SMITH FAMILY

Salisbury North R-7 school has continued to develop a strong connection with the Smith Family over the years through programs such as the 'Student-to-Student Reading program and the our after school Learning Club.

POSITIVE PSYCHOLOGY

"Positive Education brings together the science of positive psychology with best teaching and learning practice to encourage and support schools and individuals within their communities to flourish." (Geelong Grammar School, 2011) Throughout 2016 we trained more staff in Positive Psychology to continue our commitment and embed Positive Education in our curriculum. We strive to have our students 'feeling good and doing good' to allow access for learning.

IN-SCHOOL PSYCHOLOGY

In-School Psychology provides free psychological services to children, adolescents and their families.

WELLBEING INITIATIVES ACHIEVED THIS YEAR:

- Providing daily breakfast club and emergency recesses and lunches
- Fruit Friday
- Anti-Bullying Day, Harmony Day, Refugee week, Reconciliation Week and ACAW celebrations bring our community together to develop an appreciation of cultural diversity
- Art Therapy students and Youth Work students supporting small groups of children.
- Lunchtime activities –PALS trained SWAT members running these
- SAPSASA events
- Salisbury North R-7 Talent Shows
- Learning Club- through The Smith Family
- Whole school activities eg; Skate-school, Dancesport, Ride a Bike, performances, Commonwealth Bank visits
- Outstanding School Values –2 students each term
- Working in partnership with community police officer
- Salisbury Secret Garden
- Toc H Camp fully funded for 10 children.

Governing Council Report

Our Governing Council is very supportive of the direction the school is moving.

Throughout the 2016 school year Governing Council were involved in approving decisions related to the schools Site Improvement Plan, Finances, School Canteen, OSHC, Grounds and Facilities.

Governing Council members and their roles:

Janelle Tricker (Chairperson)

Jelena Kresovic (Treasurer)

Belinda Kemble (Secretary)

Tazmyn (Student Representative)

Melissa Luce (Staff Representative)

Cassie McCafferey (Staff Representative)

CHAIRPERSON REPORT

2016 has been a busy year for the school, lots of excursions and whole school activities that kept everyone busy.

The teachers worked very hard in improving their skills with lots of training during the year.

Our SWAT Team (Students Working Activity Together) group were active and organised lunchtime play activities, ran assemblies, organised discos and were and will continue to be involved in whole school decisions including being on Governing Council.

Some of the decisions made by Governing Council were:

- Pupil Free Days and School Closure approvals
- School fee changes and site budget planning and approval
- Approving Site Improvement Plan
- Review and approval of the Behaviour Code of Conduct

Improvement Planning and Outcomes

Reading

In the early years, reading progress is monitored against Running Records. In 2015, 44% of Year 1 and 34% of Year 2 students demonstrated the expected achievement under the DECD Standard of Educational Achievement (SEA). This result represents an improvement for Year 1 students, and a decline for the Year 2 students, from the historic baseline average.

Between 2013 and 2015, the trend for Year 1 has been upwards, from 26% to 44%, and for Year 2, downwards, from 58% to 34%.

In 2015, the reading results, as measured by NAPLAN, indicate that 61% of Year 3 students, 57% of Year 5 students and 37% of Year 7 students demonstrated the expected achievement under the DECD SEA. For Years 3 and 5, this result represents an improvement, and for Year 7, a decline from the historic baseline average.

Numeracy

In 2015, the numeracy results, as measured by NAPLAN, indicate that 34% of Year 3 students, 46% of Year 5 students and 37% of Year 7 students demonstrated the expected achievement under the DECD SEA. For Year 3, this result represents a decline, for Year 5, this result represents an improvement, and for Year 7, this result represents little or no change from the historic baseline average.

For 2015 Year 3 and 7 NAPLAN Numeracy, the school is achieving lower than, and for Year 5, within the results of similar groups of students across DECD schools.

The Leadership Team presented staff reflection on student learning that indicates that “students achieving in the upper two bands continues to be our challenge”. This echoed a recommendation from the 2013 external validation that the school continues “building a rigorous and challenging learning environment with a strategic focus on supporting the more able learners.” These results, particularly in numeracy, illustrate the school’s challenge and define the direction of their journey.

Salisbury North R-7 School has a strong collaborative culture where teachers use structured time for ongoing professional learning directed at supporting students. A culture of improvement is characterised by effective use of data-informed decision-making in planning and interventions.

The Principal will work in partnership with the Education Director to implement the following Directions:

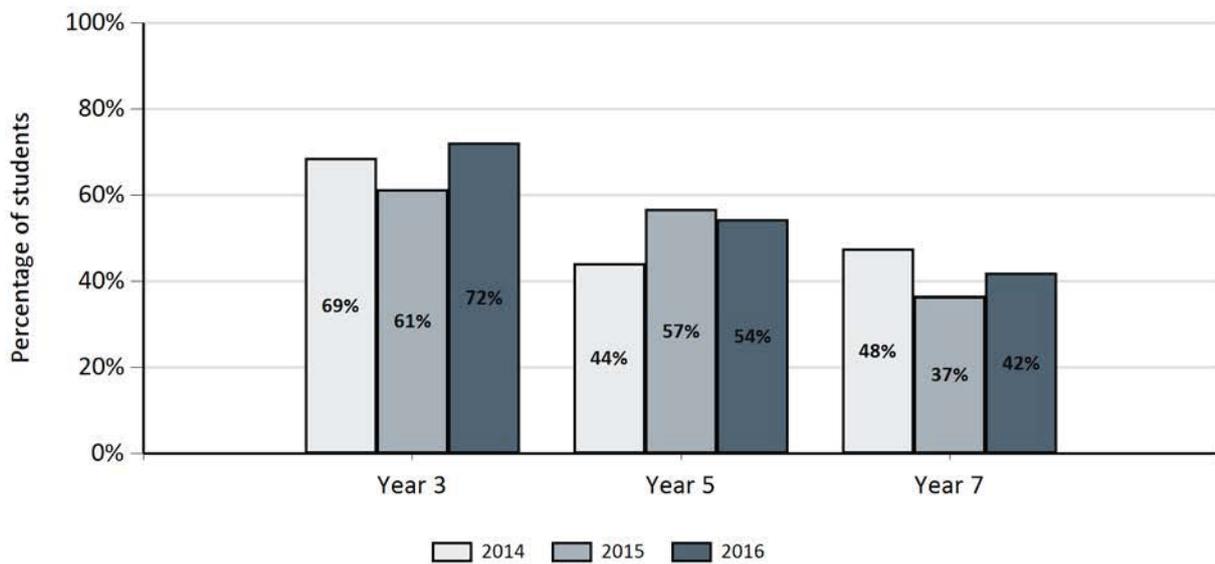
1. Increase numbers of students reaching and maintaining higher standards of achievement by strengthening the learning design process to build assessment that enables students to strive for and demonstrate higher order thinking.
2. Strengthen the practices that meet the needs of all learners by refining the use of student-led inquiry-based pedagogy to a model of guided inquiry that supports all students to meet curriculum expectations.
3. Move students to higher levels of achievement by improving the use of formative assessment strategies, particularly the use of feedback to students that is specific and task-relevant.
4. Improve student achievement in numeracy through using the Australian Curriculum to develop and implement a coherent and agreed whole-school curriculum and pedagogical approach to teaching and learning in mathematics.

Performance Summary

NAPLAN Proficiency

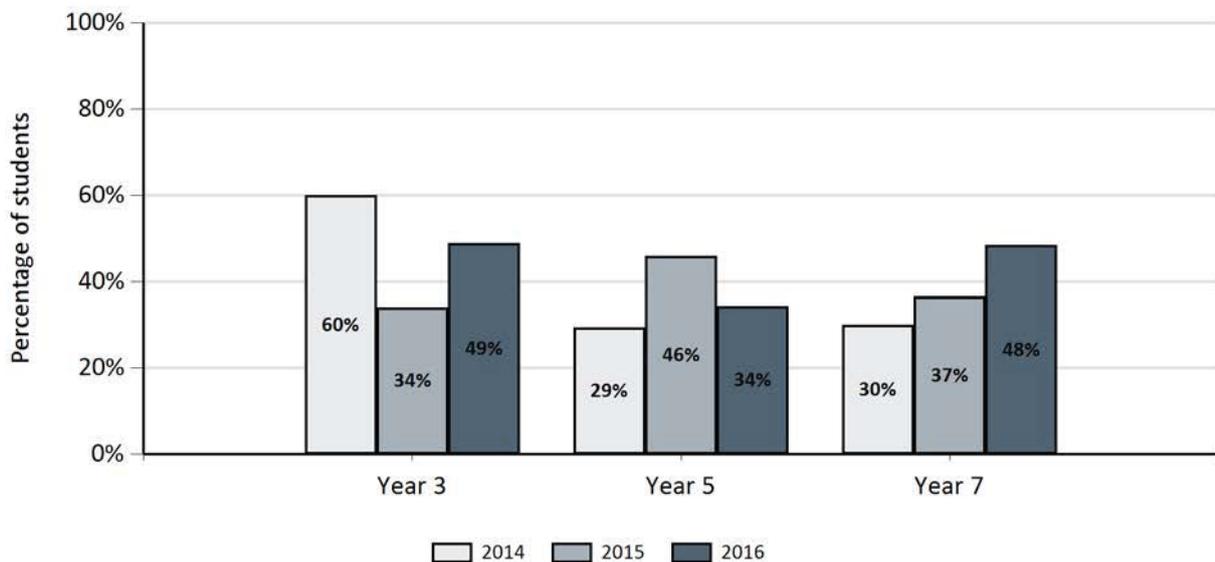
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	37%	43%	25%
Middle progress group	41%	29%	50%
Upper progress group	22%	29%	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	50%	47%	25%
Middle progress group	39%	47%	50%
Upper progress group	11%	5%	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	43	43	14	2	33%	5%
Year 3 2014-16 Average	40.7	40.7	10.3	1.7	25%	4%
Year 5 2016	35	35	6	0	17%	0%
Year 5 2014-16 Average	35.3	35.3	4.0	0.0	11%	0%
Year 7 2016	31	31	1	0	3%	0%
Year 7 2014-16 Average	37.3	37.3	1.0	0.3	3%	1%

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

In 2016 we continued our focus on whole school professional development for staff through our PLC's and staff meetings. Staff learning focused on Maths, English and in particular the General Capabilities which focused on creating the conditions that support the development of powerful learners.

This year in NAPLAN our Year 3's saw a significant increase in their reading results from 2015, up 11%, and they were also up 15% for the Numeracy. This was a great result to see after working with our Early Years teams over the last few years on building students fundamental skills in both reading and numeracy through team meeting discussions and consistent approaches. Increasing the percentage of students achieving the minimum standard is something we will continue to focus on next year as despite these increases, only 1/3 of Year 3 students were achieving in the Upper Bands for Reading and just 2 were for Numeracy. This year our Year 5 Reading results were 3% less than last year and unfortunately we saw a 12% decrease in Numeracy, resulting in just over 1/3 reaching SEA. Increasing both the percentage of students achieving the minimum standard and those achieving Middle-Upper growth is a goal for next year with 50% of students in the Lower Growth band for Numeracy and 37% for Reading.

This year our Year 7's saw an increase in their reading results from 2015, up 5%, and there was also a significant increase for Numeracy up 11%. Increasing both the percentage of students achieving the minimum standard and those achieving Middle-Upper growth is a goal for next year with 47% of students in the Lower Growth band for Numeracy and 43% for Reading.

Over 90 students a day participate in "fluency" based intervention programs delivered by trained SSO's including Mini Lit, Quicksmart, Speech, Read Write Inc, Rainbow Reading and Coordination. The QuickSmart program has continued with 18 students selected based on their PATM data and teacher input. A trained group of SSO instructors work with pairs of students on fluency of the 4 operations. This has assisted students to develop their skills, confidence and fluency in mathematics. Our Teaching and Learning Coordinators provided detailed analysis of our NAPLAN results at the beginning of 2016 which enabled teachers to identify specific gaps in students' learning, both on an individual and group basis. It also identified learning opportunities for staff. Our Teaching and Learning Coordinators were given release time to support teachers in our school. This included working with our "external coaches, Kym Brown and Lisa Jane O'Conner in supporting staff to implement inquiry based learning in ways that promote the conditions for students to develop into powerful learners.

AT SALISBURY NORTH R-7 SCHOOL WE STRIVE TO IMPROVE THE LITERACY AND NUMERACY SKILLS OF ALL STUDENTS AND STAFF.

Attendance

Year level	2014	2015	2016
Reception	85.5%	90.5%	90.0%
Year 01	90.3%	90.3%	91.1%
Year 02	93.2%	90.0%	88.5%
Year 03	90.1%	90.1%	92.0%
Year 04	89.6%	88.3%	91.2%
Year 05	88.7%	87.0%	89.8%
Year 06	90.5%	87.7%	85.6%
Year 07	90.0%	89.5%	88.8%
Primary Other	92.9%	92.2%	92.0%
Secondary Other		100.0%	
Total	90.4%	89.9%	90.3%

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

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

Attendance Comment

Students at risk or with a history of chronic non-attendance have been closely monitored by teachers and reported to the School Counsellors for further follow up. There has been an increase in the number of follow-ups for reasons of non-attendance through phone calls and letters to families and home visits by the school counsellors. Meetings have been held with families to develop student attendance improvement plans, which are signed by all stakeholders involved. Families have been referred to appropriate agencies.

Behaviour Management Comment

In accordance with the schools Behaviour Development Policy and Anti-bullying Policy, the staff at Salisbury North R-7 School have embedded Anti-Bullying as part of our whole school focus. They have worked with the SWAT team and classes to empower and educate students to identify bullying in various forms and to develop strategies and grievance procedures to deal with bullying. Below are some figures, which show suspensions/exclusions due to incidents of violence and/or bullying. Analysis of data tells us some students have had more than one violent or bullying issue resulting in more than one suspension.

In 2016 we had 14 suspensions and 2 Exclusions.

Client Opinion Summary

Parents

We received only 10 responses making it an unreliable data set. Of the 10 responses, the majority of parents were very positive about the school.

Students

We have used a number of tools to measure student perceptions of our school. Our MDI data shows that we have an excellent climate in our school where over 75% of our students feel connected as compared to the rest of the state at 55%. Our children have an excellent understanding of what it means to be a powerful learning.

Staff

Staff feedback through an OHSW audit demonstrated that the majority of people are satisfied within their working environment. An area for improvement was to further develop consultation processes with all staff in particular SSO's.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	4.1%
Other	4	2.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	2.0%
Transfer to SA Govt School	135	91.2%
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

We ensure relevant history screening for:

- anyone employed by Governing Council.
- All employees of a part-time, full-time or casual basis employed by the Department for Education and Child Development (DECD).

Volunteers

We have a number of volunteers who work in our school on an ongoing basis. They support our students in reading, and sports coaching.

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	55
Post Graduate Qualifications	5

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	33.3	1.5	19.4
Persons	1	38	2	33

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

Financial Statement

Funding Source	Amount
Grants: State	\$2721.60
Grants: Commonwealth	\$5088.54
Parent Contributions	\$95722.55
Fund Raising	NIL
Other	\$78838.25

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	600hours of Additional SSO support in classrooms and intervention programs each week	Low numbers of students not engaged in school life
	Improved Outcomes for Students with an Additional Language or Dialect	600hours of Additional SSO support in classrooms and intervention programs each week	
	Improved Outcomes for Students with Disabilities	600hours of Additional SSO support in classrooms and intervention programs each week	90 students a day accessing intervention programs
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	BBSO'a support children in classrooms and also support families outside of school. 600hours of Additional SSO support in classrooms and intervention programs each week	Established an Aboriginal Languages program supported by a local aboriginal person.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	Supported our Kaurna and Ngarrindjeri Languages - employed an Aboriginal Mentor to support languages.	As above
Other Discretionary Funding	Better Schools Funding	600hours of Additional SSO support in classrooms and intervention programs each week	90 students a day accessing intervention programs
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Worked with the IELC Counsellor to implement a range of whole school strategies.	Many Student Voice activities initiated