



Salisbury North Primary School

2021 annual report to the community

Salisbury North Primary School Number: 0664

Partnership: Orion

Signature

School principal:

Mrs Catherine Cox-Walliss

Governing council chair:

Tegan Kempster

Date of endorsement:

2 March 2022



Government
of South Australia
Department for Education

Context and highlights

Salisbury North R-7 School is a highly multicultural and diverse school community. Our school has high expectations in relation to all students making progress and achieving high standards in literacy, numeracy and wellbeing as evidenced by the commitment shown by the staff team.

Demographically it is changing quickly to accommodate the move of the double cohort of years 6/7 students to highschool as well as the IELP closing for 2022. Enrolments were stable and we expect to begin 2022 on 400 with over 65% EALD, 11% ATSI and 10% students with a disability.

Highlights: The events on the school calendar were mainly internal due to COVID, however they still remained varied thanks to everyone. Students attended camps and at least one excursion and enjoyed fun internal performances. The school held a revised sports day; Reconciliation week, NAIDOC week, Christmas concert, Book week as well as Harmony Day, Sorry Day, and Assemblies to celebrate the many awards we won.

Our ATSI students also participated with pride in both Kurna and Ngarrindjeri language classes throughout the year and families joined the staff for a parent event which highlighted and celebrated each child's data progress in literacy and numeracy.

Student engagement is highly regarded at Salisbury North R-7 School with students meeting to make decisions regarding the school. Students had a voice and influence over:

- Anti bullying and positive strategies to support and embed no tolerance for bullying ethos. This year we celebrated Anti-Bullying Day and Harmony Day on the same day with the theme of 'Everyone belongs'.
- Organising extra play time activities for students in the form of PALS (Play at Lunchtimes), running assemblies and planning two successful discos. They also begun discussions about the Site Improvement Plan and attended two forums to discuss learning, the goals and targets from the plan.

In addition students took part in the Children's University and achieved 30 hours or more of extra outside of school study. These students attended a graduation ceremony at Adelaide University, where they proudly received their certificates and represented the school.

Aboriginal STEM winners and "Just Too Deadlies"

Another highlight was a group of our Aboriginal students winning a major national STEM award linked to the NAIDOC theme and were featured on the ABC and a range of TV and radio stations. The first Aboriginal student group to win this award in South Australia.

Governing council report

2021 saw the Governing Council of Salisbury North R-7 School assisting and advising on a wide range of areas within the school. The first half of the year had a focus on looking into ways to improve the canteen, reviewing the site improvement plan, assisting with the outsourcing of the schools OSHC facilities and increasing parent engagement.

The second half of the year had a focus on the schools name change, canteen operations, reviewing the constitution, parent engagement, assisting with points raised throughout the year as well as reviewing the schools finances.

Moving into 2022, the Governing Council will again be assisting with parent engagement, finances and all other aspects when they are required.

While 2021 may not have been the year we were hoping for, the resilience, dedication and adaptability shown by students and staff at Salisbury North have been phenomenal. It really reflects how much of an amazing endeavour Salisbury North Primary School community has achieved in helping everyone strive for excellence.

Quality improvement planning

LITERACY AND READING IMPROVEMENT evaluation results

Key actions: All staff committed to a daily 100 m uninterrupted Literacy Block with the early years focusing on achieving the SIP target of 80% of students passing the SA Phonics test. This included introducing a literacy teaching and learning script as well as refining our three wave intervention. From these actions we are continuing to see significant improvement in phonics data from 2019 to 2021.

In 2019 we had 70% of students below the standard of educational achievement and 30% above

In 2020 we had 47% of students below the standard of educational achievement and 53% above

In 2021 we had 27% of students below the standard of educational achievement and 73% above

We also reviewed our Phonics Screening Check in relation to our target group of ATSI students and found they require a stronger emphasis in our teaching and learning and intervention if we are to ensure they meet the DfE and school targets. Our ATSI learner achievement plan details the actions we will be taking in 2022 to lift the results of our ATSI learners, particularly in R - 2.

2/7 Reception students achieved 20/40 for the Phonics Screening Check

1/9 Year 1 students achieved 40/40 for the Phonics Screening Check

The school continues to track Foundation, Year 1 and Year 2 literacy achievement and growth in phonics, phonological awareness and reading effectively with all teachers meeting and analysing data every 3 weeks to set goals and plan for explicit teaching and targeted and responsive intervention. We have a strong focus on improving reading with an uninterrupted literacy block which includes the Big 6, Jolly Phonics, Heggerty, writing and a tier two vocabulary approach. An Instructional Routine for teaching Systematic Synthetic Phonics was implemented across the Early Years which resulted in significant improvement in students acquisition and transference of the alphabetic code. Teachers have been working with Fiona Sullivan from the literacy Guarantee Unit to further develop their knowledge, skills and understanding of best practice in literacy. This will be a continued focus in 2022.

Reading, Phonological Awareness and Phonics were a focus across all year levels with Professional Learning through SPELD for all teachers and support staff and the implementation of David Kilpatrick's 'Equipped for Reading Success'. Phonological Awareness Skills Test (PAST) was also implemented in all primary years classrooms to provide targeted intervention. Staff continued to use Guided Reading practices from our Guided Reading agreement with students including specific foci in a lesson taken from data, the development of Conversation Norms, an increase in student talk, and the practise of specific Comprehension skills and vocabulary exploration. Staff have been provided with support through a 'Guided Reading Supporting Document' folder and new staff were trained in using a Running Records analysis to inform planning

Mathematics Improvement

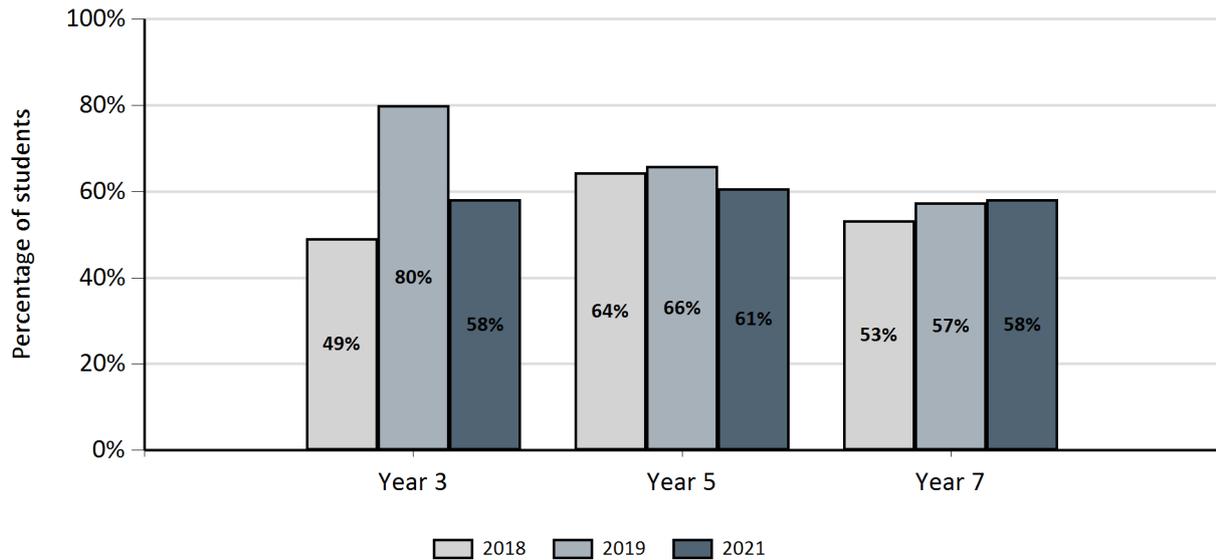
A comprehensive review of PATM data and teachers' application of the Rules for Base Ten and Processes of Calculating was conducted – it was apparent that there are still considerable gaps in the consistent teaching of foundational number skills, particularly fluency. There will be a school commitment to consistency in fluency in number in 2022, with a particular focus on number facts using the Quick Maths strategy. During 2021, some teaching teams began using the Wave model of intervention to structure Maths groups and this will continue in 2022. All teaching staff will begin using the DfE Scope and Sequence documents in Maths and units of work to ensure consistency in teaching across all year levels.

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

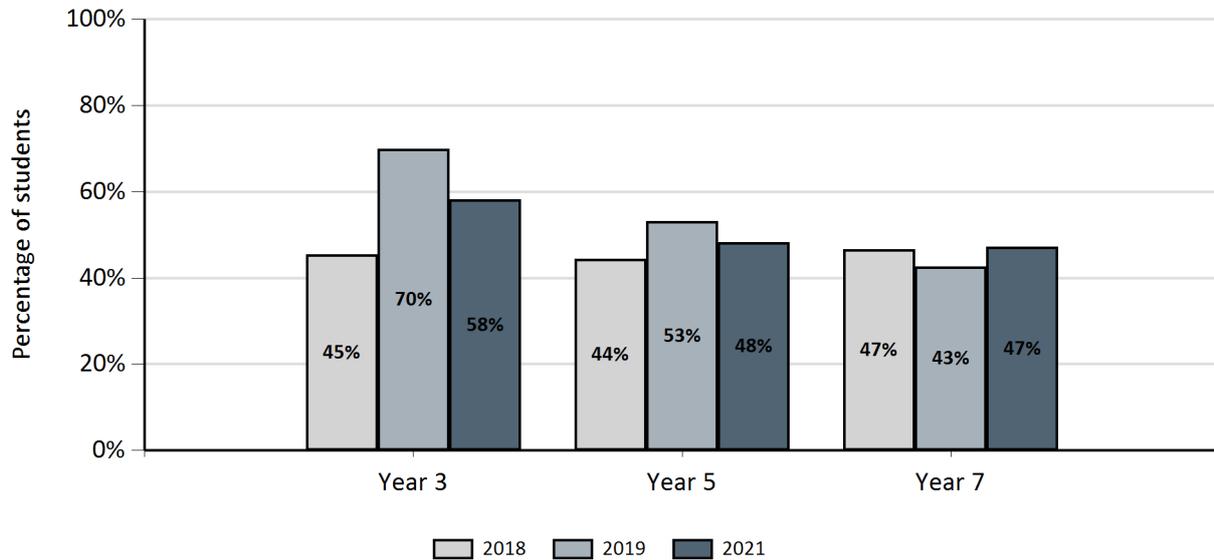


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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



*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 2021.

*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 2019 to 2021 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	26%	41%	33%
Middle progress group	56%	46%	48%
Lower progress group	18%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	18%	32%	33%
Middle progress group	59%	54%	48%
Lower progress group	24%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	55	55	17	4	31%	7%
Year 3 2019-2021 Average	47.5	47.5	16.0	5.0	34%	11%
Year 5 2021	56	56	10	5	18%	9%
Year 5 2019-2021 Average	51.5	51.5	8.0	3.5	16%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

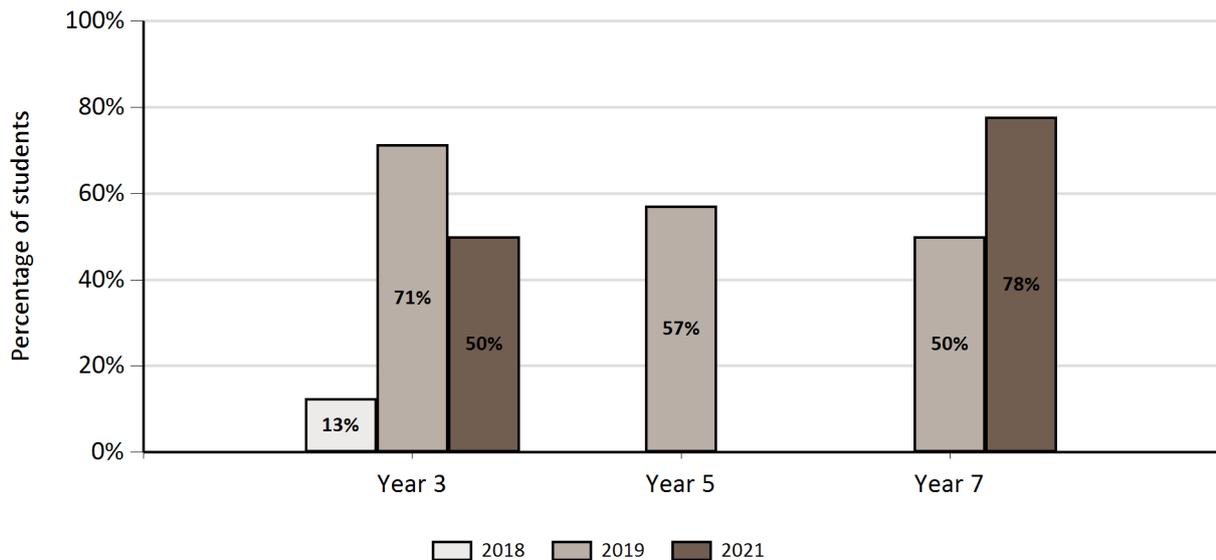
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



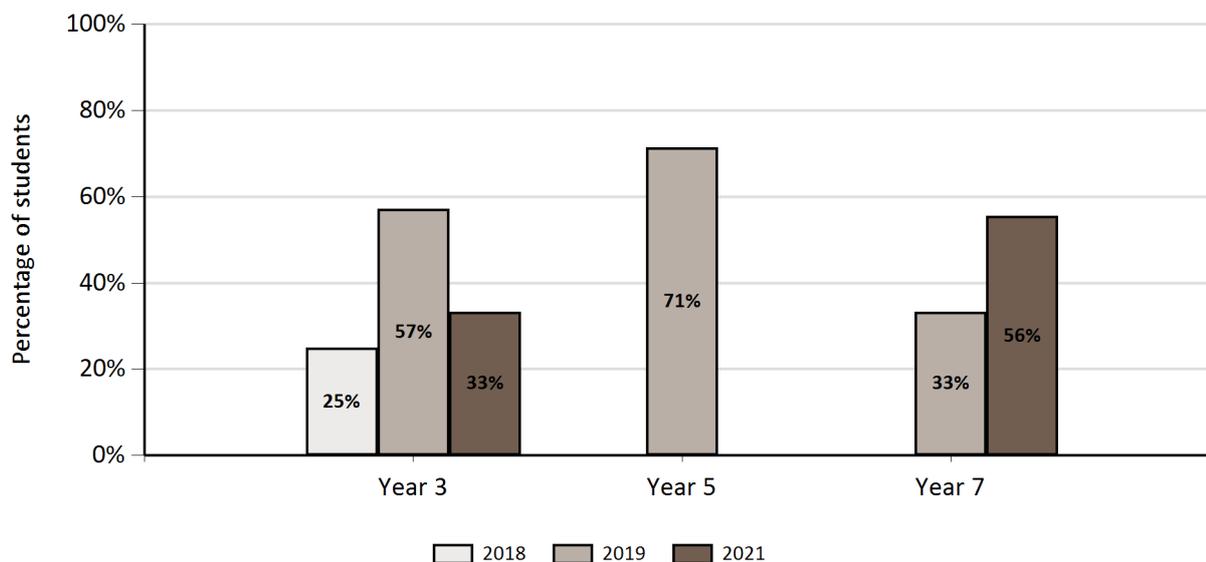
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	6	6	1	1	17%	17%
Year 3 2019-2021 Average	6.5	6.5	1.0	0.5	15%	8%
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	6.0	6.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Engaging Families

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

This year the site continued following a rigorous ATSI Learner Achievement Plan which was developed in consultation with our ATSI Education Team, students and families. Teachers worked in Impact Teams to analyse the Aboriginal Learner Achievement Plan and used the quality matrix to provide feedback on our sites progress within each element. Once all Impact Teams feedback was shared and collated it was evident that Element 5 Engaging Aboriginal families as partners in literacy and numeracy learning was an area requiring explicit focus. Feedback from 2021 indicated that a critical component of improving the outcomes of our ATSI students is actively involving families in a proactive manner where they are aware of their students' progress and learning strengths and needs. We were able to develop our sites ability to support students in building their sense of identity and connection by employing 2 Language Teachers. Robbie Young also joined the team as an ACEO, working alongside Debra Walker. Robbie has been leading programs at Salisbury North PS to improve Aboriginal student social development, wellbeing and learning, support teaching staff to develop and maintain relationships with Aboriginal students, parents and families and

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

PAT Reading - Many ATSI students in Primary years are in the wave1 or HA classes and are provided with extension and sat higher year band tests to ensure we provided quality differentiation.
1/6 Year 3 students completed the Year 5 test and scored 112 (Year 5 standard is 121.5)
4/11 Year 4 students completed the Year 5 test and achieved above the Year 5 standard
1/7 Year 6 students completed the Year 7 test and achieved above the Year 7 standard
4/11 Year 7 students completed the Year 7 test and achieved above the Year 7 standard
2/11 Year 7 students completed the Year 8 test, 1 scored just below the Year 8 standard and one scored above the Year 8 standard
PAT Maths
1/6 Year 3 completed the Year 5 test and scored just below Year 5 standard
2/11 Year 4 students completed the Year 5 test, one scored above Year 5 standard and one scored just below Year 5 standard
1/5 Year 5 student completed the Year 6 test and scored above Year 6 standard
3/7 Year 6 students completed the Year 7 test, two scored just below the Year 7 standard and one scored above Year 7 standard
2/11 Year 7 students completed the Year 7 test and scored above Year 7 standard
2/11 Year 7 students completed the year 8 test and scored above year 8 standard.

School performance comment

Our ATSI students are beginning to perform well in NAPLAN with the following results demonstrating their achievements. In 2022 ATSI students remain a focus group for our school with targets set high high to ensure they reach the DfE benchmarks.

NAPLAN ATSI students Reading Performance

1/6 Year 3 student scored band 3 in reading
1/6 Year 3 student scored band 4 in reading
1/6 Year 3 student scored band 6 in reading
2/5 Year 5 students scored band 5 in reading
1/5 Year 5 student scored band 6 in reading
3/11 Year 7 students scored band 6 in reading
4/11 Year 7 students scored band 7 in reading

NAPLAN ATSI students Numeracy Performance

1/6 Year 3 student scored band 4 in numeracy
1/5 Year 5 student scored band 5 in numeracy
1/5 Year 5 student scored band 6 in numeracy
3/11 Year 7 student scored band 6 in numeracy
1/11 Year 7 student scored band 7 in numeracy
1/11 Year 7 student scored band 8 in numeracy

NAPLAN Reading school performance:

58% of year 3 students met proficiency
61% of year 5 students met proficiency
58% of year 7 students met proficiency
Our year 5-7 NAPLAN progression was 41%, making upper progress,46% middle progress and no students making low progress.

NAPLAN Numeracy school performance:

58% of year 3 students met proficiency
48% of year 5 students met proficiency
47% of year 7 students met proficiency
Our year 5-7 NAPLAN Numeracy progression was 32%, making upper progress,54% middle progress and no students making low progress.

PHONICS Performance:

Due to our rigorous literacy block, critical commitment and professional development/coaching model we are noticing significant improvement in phonics data from 2019 to 2021.

In 2019 we had 70% of students below the standard of educational achievement and 30% above

In 2020 we had 47% of students below the standard of educational achievement and 53% above

In 2021 we had 27% of students below the standard of educational achievement and 73% above

Attendance

Year level	2018	2019	2020	2021
Reception	90.6%	87.2%	86.2%	87.7%
Year 1	88.2%	87.7%	87.6%	84.4%
Year 2	91.7%	89.2%	87.1%	87.4%
Year 3	88.8%	91.6%	86.3%	87.3%
Year 4	91.9%	86.3%	90.7%	87.2%
Year 5	91.0%	89.6%	84.7%	90.6%
Year 6	89.9%	90.0%	88.5%	85.6%
Year 7	85.8%	91.7%	88.8%	86.7%
Primary Other	92.9%	93.9%	91.0%	94.0%
Secondary Other	N/A	88.9%	N/A	N/A
Total	90.4%	90.1%	88.3%	88.0%

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

Attendance comment

The data shows that overall attendance is inconsistent. The school continues to focus on reviewing and improving the current attendance policy and processes along with introducing more visual representations about attendance and the impact it has on learning. To achieve targets and improve attendance rates, we have been collaborating and contacting families more regularly. 2022 will also see families of chronic non-attendance students contacted and invited to visit the school prior to the year commencing. Students at risk or with a history of chronic non-attendance have been closely monitored by the class teacher, SSO, ACEO'S and wellbeing leader who has also introduced a new attendance system through ACADEMY.

Behaviour support comment

Attendance, TRAUMA awareness and Positive Behaviour Support continued to be an area of focus for 2021, with all staff working collaboratively to improve outcomes for students. Preventative strategies such as the Berry Street TRAUMA training, facilitating meetings, phone calls home, and Attendance/PBS Action Plans, all assisted in improving outcomes for students, including Aboriginal and Torres Strait Islanders (ATSI). As noted by the external school review officers, our students are highly engaged and are beginning to feel empowered in their learning and as such incidents of violence and bullying are low. In 2021 there were 39 incidents which resulted in suspensions. These were mostly related to harrasment with an increase in cyberbullying. A large proportion of the suspensions resulted from students in years 4- 6 with preventative programs and measures being put in place

Parent opinion survey summary

In 2021 our parent opinion survey was large with over 166 families participating which was an increase from 2020. The Governing Council also provided ongoing feedback to the leadership team about what they had noticed or heard was and wasn't working. Feedback was also collected through newsletters, at 3 way interviews, via telephone calls, at school events and in person.

The strengths of the school identified by families via all parent opinion forms were:

1. Communication is effective and they receive enough to support their child. They identified text messages and SEESAW as their preferred style and have appreciated the improvement in communication.
2. Teachers and students respect each other at the school
3. They know what standard of work the school expects of their child and are provided with useful feedback. However they would like more help with their child's needs.
4. They feel encouraged to help their children learn and they talk to their child about what happens at school.

Salisbury North Primary families are honest, open and grateful, with many families providing feedback about how the school can improve as well as thanking the staff for the job they are currently doing.

Out of school hours care has been raised as an area that they are missing and would like to return as an operating system in the school.

The introduction of the small classes was viewed as a positive and part of the reason why certain children have been successful at our school.

Families also commented on the desire for the HA classes to begin straight away each year and the curriculum that is being taught to be provided to families continuously.

The majority of families were very satisfied with the work being done by staff and the school in educating their children.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	7.0%
OV - LEFT SA FOR OVERSEAS	1	0.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	102	88.7%
U - UNKNOWN	4	3.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All teachers at this school are qualified and registered with the SA Teachers' Registration Board and have undertaken the compulsory Responding to Abuse and Neglect training. All staff have current police clearances, DHS working with children background screening checks and first aid for schools and preschools. They are also COVID compliant. All volunteers have a working with children check and are screened by the Principal for their suitability including the Governing Council members. All members undertake induction and training yearly. A trained SSO with the Principal monitors and oversees the volunteers screening and training procedures. Ongoing records are kept and updated yearly to ensure all school members are compliant.

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	48
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	34.6	1.0	20.2
Persons	0	38	1	27

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$705,943,456
Grants: Commonwealth	\$167,801
Parent Contributions	\$12,709,550
Fund Raising	\$49,950
Other	\$10,426

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

2021 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 2021 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	A wellbeing leader was appointed to lead our wellbeing and engagement plan and additional SSO/BSSO support was provide in the yard based on "One plan" goals and external service providers recommendations.	A reduction in critical incidents, suspensions and exclusions.
	Improved outcomes for students with an additional language or dialect	The funding was used to support students in Literacy and Numeracy through our Reading and Maths daily blocks.A three wave intervention was also further implemented with SSO/BSSO support hours going to targeted students	All EALD students under benchmark had a "One Plan" set with lit/num goals.
	Inclusive Education Support Program	The funding was used to support students in Literacy and Numeracy through our daily lit/num blocks, yard support and 3 wave intervention. All students data was tracked every 3 weeks and we introduced 2 small classes	All students achieved their goals from their "One Plans", had family reviews.
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	FLMD funding was utilised to employ BSSO/SSO and Nunga languages HPI staff and outcomes and targets set from the School improvement plan were achieved. We also implemented a literacy block and a 3 wave intervention program in Literacy and maths which included SSO/BSSO support time in the EY in Phonics,reading and PA. All students developed and monitored their fortnightly learning SMARTER goals and "One Plans" were developed for all targeted groups. ATSI and students in wave2 and 3 were provided with additional targeted teacher and SSO/ACEO support time.	We achieved 73% of students meeting the Phonics target.All ATSI students engaged in NUNGA languages.
Program funding for all students	Australian Curriculum	The funding was utilised to train staff, facilitate moderation,plan tasks and implement AFL principles. We also held PD with the curriculum lead in the new scope and sequence documents and units of work	Staff are planning and programming a viable, coherent curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal Languages funding was utilised to employ SSO/ACEO and NUNGA languages staff to facilitate a weekly program linked to the SIP	Over 90% of ATSI students participated in the NUNGA languages program.
	Better schools funding	The Better Schools Funding was utilised to support Literacy and Numeracy improvement across the school through our wave intervention approach and we reduced class sizes.	All students achieved their goals from their "One Plans" and made progress.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	The school received no funding but implemented a 3 wave and HA intervention/ extension approach to support a large proportion of students. Personalised plans were also put in place and staff begun task design training.	All students in the high bands are maintaining their results

