East Adelaide School
2016 Annual Report
to the School Community

Government of South Australia
Department for Education and Child Development

East Adelaide School Number: 1036

Partnership: Morialta

Name of School Principal: Vicki Stravinski

Name of Governing Council Chair: Michael Coggan

Date of Endorsement: 14/2/2017

School Context and Highlights

East Adelaide School has continued to grow in enrollments over the past 7 years. The steady increase has seen the re-introduction of defined criteria for expressions of interest to be lodged by families living outside the school 'zone of right' to ensure the access rights of families who live within the zone. The school is highly sought after due to its proud reputation and pursuit of excellence. The increase in enrollments has seen an increase in cultural diversity adding value to our school community.

A safe and inclusive learning environment is evident and explicit social skills programs develop a strong sense of belonging and wellbeing. Positive relationships are at the center of our beliefs and restorative practices are used to foster and maintain this positive approach.

The school offers specialist learning in Performing Arts, Italian and Physical Education, and with the view of adding Science in 2017.

The Governing Council and staff have continued their collaborative work to achieve the best possible learning outcomes for all students. The school's strong culture and positive community spirit have contributed to ongoing success across many areas.

Highlights for 2016 include:
Achieving our 21st state orienteering win
Continued academic achievement across all areas of learning
Closer collaborative links with other Morialta Partnership schools in particular across our Stem focus
Positive outcomes from the external review (evidence may be sighted on school's website)
An increasing focus on pedagogy – the way we teach and learn. This has led to a renewed focus on the value of creative thinking and questioning
Creating an environment of learning whereby teachers see themselves as researchers, partnering with UniSA and DECD to further explore pedagogy and how improvements in practice translates to improvements in student achievement. This model is to be extended across our Partnership
Success of choir
Instrumental music performances, showcasing student achievements
Extensive student representation in a range of SAPSSASA events leading several students to compete at a national level in areas of athletics, swimming and soccer.

Governing Council Report

At the start of another exciting school year at East Adelaide Primary I welcome all new and returning staff and families and offer my heartfelt thanks to everyone who volunteered their time and expertise as part of the Governing Council and associated sub-committees during 2016. I strongly believe that the strength of our school comes from our dynamic school leadership team supported by the wider school community.

I was a new recruit to the Governing Council in 2016 having recently moved to Adelaide from Darwin and I thank all Council members particularly acknowledging Deputy Chair Sally Pfitzner, Treasurer Anne-Marie Miller for sharing their wisdom and former Chairperson Troy Thompson for his sage advice.

I thank the school leadership team of Vicki Stravinski, Kate Martin and Lucia Baldino for their well considered and effective work in concert with the Governing Council. The fact that the school performed well in an external review, term 2 2016 is a testament to their dedication to maintain a good standard of teaching and learning. The review identified some areas for continued development including higher performing students being given more opportunities to extend their learning.

NAPLAN results at the end of 2016 provided a snapshot assessment indicating that the school is achieving positive results in many areas, particularly in writing. The school is continuing a strong focus on improving maths and science learning.
One of the highlights of 2016 was the ceremony held to officially name the school gym after former student Kaurna Elder Uncle Lewis Yerloburka O'Brien. I'm looking forward to more people joining the Reconciliation Committee during 2017 and working towards the introduction of more Kaurna culture into classrooms.

The Outside School Hours Care service and the school canteen are directly managed by the Governing Council and in 2016 prices and fees were increased for both the canteen and OSHC during the year.

Governing Council approved the installation of football goalposts and approved the expenditure of more than $50,000 for the establishment of garden beds and seating (completion expected in April) as part of a plan to establish an avenue of trees through the school grounds. This expenditure has only been made possible through the very important work of the Parents and Friends committee whose fundraising has enabled this.

Improvement Planning and Outcomes

The school's key priorities included:
1. Improvement in reading through consistent teaching practices in reading comprehension and guided reading.
2. Improvement in Mathematics/Numeracy - students developing high level proficiencies for successful problem solving
3. Students are critical and creative thinkers through an emphasis in STEM.
1. The school appointed 2 EALD teachers focusing on developing consistent understanding of guided reading practices based on assessment of reading comprehension. The reading support teacher also played a critical role in the early years through a mentoring role, leading guided reading, assessment and reading comprehension strategies. They were tasked with the work of modeling effective teaching practices and mentoring staff through learning design and classroom team teaching. This required the explicit teaching of reading comprehension strategies. Findings through assessment of student learning against standards demonstrated an improvement of students achieving As and Bs in reading years 2-7. The year 1 Standard of Educational Achievement running record results demonstrated an improvement, September 2016 compared to term 1 running record data. Most EALD students made significant progress 1-7, students with disabilities also achieved 12 months growth for twelve months teaching according to their personalised goals. We reviewed the site reading comprehension and guided reading agreements in readiness for 2017. The introduction of Minilit at year 1 contributed to early intervention for students experiencing difficulties with reading. Rainbow reading was implemented at the beginning of each day for year 1 and 2 students who were identified for additional support.

2.Mathematics Teaching and Learning across the school saw a continued growth in teacher capacity in collaborative learning design, using AC effectively, implementing best teaching practice, creating rich assessment tasks, using assessment data to inform teaching and analysing NAPLAN and PAT data. Most students are achieving 12 months growth for 12 months of teaching and teachers are working on intellectually stretching all students. This was achieved through the following:
o Mathematician in Residence Program for 9 teachers, working collaboratively with curriculum coordinator on action research inquiries to delve deeper into pedagogy using data to check impact.
o Whole Staff PD on STEM, Moderation, Questioning and Intellectual Stretch through Mathematics for all students. Using questioning as an intentional teaching tool to draw out student thinking.
o Year Level team PD – teams collaboratively planning with Coordinator to continue stretching and expanding understanding and application of learning design. Most teams are now successfully collaboratively planning and sequencing teaching and learning programs with the end in mind, building in regular assessment tasks to inform their teaching along the way. 2017 will see teachers continuing to refine these skills, building upon inquiry and digging deeper into practice.
o 2-3 teachers per team have built upon their analysis of data skills, using PAT, providing us with trend data and student trajectories, informing our work across all year levels.

3. 2016 saw teachers exploring STEM using questioning based on the BtIL tools in Maths, using transforming tasks from tell to asking. Units of planning were evident R-7 through teacher's learning designs. The school participated in the partnership projects such as STEMMIES and STEM Club. We have commenced teaching computational thinking through design technology particularly at years 6/7. Promotion of BYOD to ensure greater access to IT devices has seen an increase in student access and teachers use of ICT and teaching of digital technologies.

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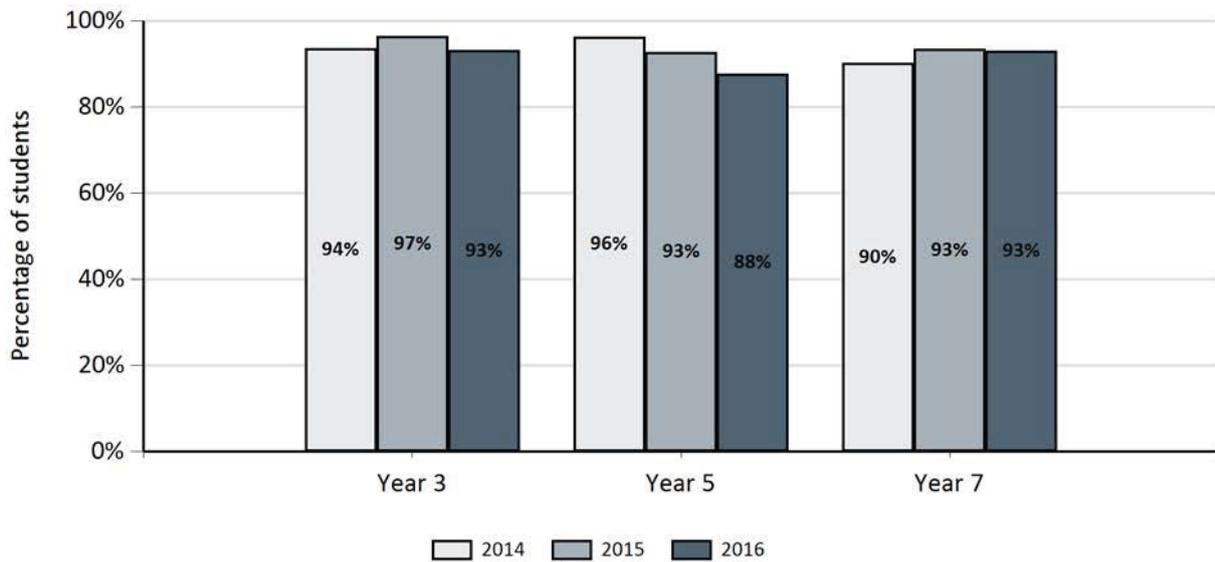
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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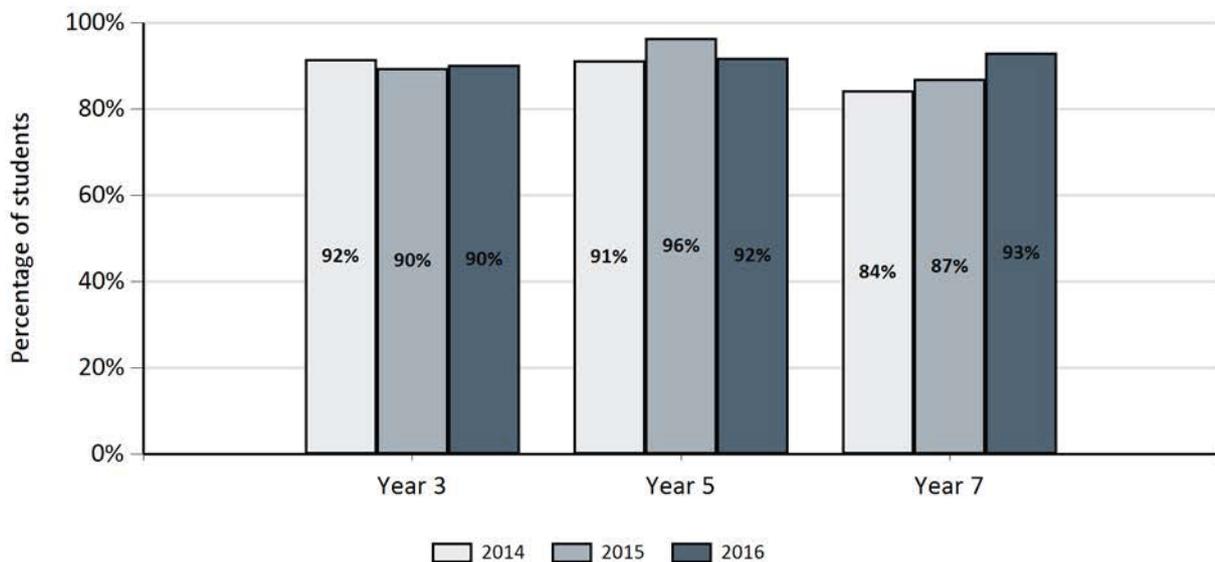
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	25%	15%	25%
Middle progress group	49%	54%	50%
Upper progress group	26%	31%	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	18%	14%	25%
Middle progress group	52%	61%	50%
Upper progress group	30%	26%	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	103	103	73	47	71%	46%
Year 3 2014-16 Average	95.0	95.0	65.0	44.7	68%	47%
Year 5 2016	98	98	49	32	50%	33%
Year 5 2014-16 Average	78.3	78.3	38.7	24.7	49%	31%
Year 7 2016	72	72	38	27	53%	38%
Year 7 2014-16 Average	56.3	56.3	25.7	18.7	46%	33%

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

Again our results in the NapLan proficiency bands demonstrated student improvement in reading and in numeracy with notable improvements at the year 7 level.

Year 5 proficiency scores were lower than expected in numeracy and reading whilst the year 3 data above demonstrates a level of consistency in both reading and numeracy from one year to the next.

Our focus of reading comprehension to improve in particular inferential comprehension and a deeper understanding of Mathematics through thinking and using a range of strategies to solve problems continues to impact positively on improved outcomes not only in NaLan but in PAT Maths and PAT Reading testing and students achieving standards in both English and Mathematics beyond a C grade.

I wish to draw your attention to the fact that these results do not directly compare same cohort of students over a two year period whilst the progression data provided in the tables on the previous page demonstrate a clearer picture of the same cohort of students tested over a two year period. This demonstrates improvement in our results between years 3-5 and marked improvement years 5-7 in both numeracy and reading. A greater number of students are achieving in the top two bands in both testing areas at years 3, 5 and 7, with the greater percentage at year 3.

We continue our foci on whole school strategies to support our learners to build on the skills of inferential comprehension and Mathematical and numeracy skills through questioning, expectations that each student will be able to articulate their thinking and strategies used to solve problems. This coupled with the explicit teaching of the strategies of inferential comprehension, thinking, use of appropriate questioning tools and strategies will further see results.

Annual PAT data has demonstrated a continued growth in learning for most students. Our aim for 2017 is to continue training teachers in how to analyse and use PAT data and the PAT teaching resource to inform their teaching and intellectually stretch all their students.

Areas to further improve upon in Mathematics across the school include; the teaching and learning of trust the count, place value and multiplicative thinking, some areas of measurement (eg time), interpretation of tables and graphs (eg pie charts), some specific areas in 2D and 3D shapes, using and reading number lines as a mathematical tool, continuing to expand mathematical vocabulary and problem solving skills (especially comprehending a worded problem).

The external review identified the need for increased; consistency of intellectual stretch for learners, student voice in learning design, capacity for staff and learners to engage in critically constructive feedback to improve learning and consistent language, approaches and communication tools across year levels that support families in being involved as partners in learning. Directives are to be achieved within a 4 year period.

Attendance

Year level	2014	2015	2016
Reception	93.4%	94.1%	94.9%
Year 01	95.0%	94.5%	95.0%
Year 02	94.1%	95.5%	95.2%
Year 03	93.9%	94.0%	95.1%
Year 04	96.1%	95.3%	94.5%
Year 05	95.4%	96.1%	94.3%
Year 06	93.2%	95.5%	95.3%
Year 07	93.0%	94.1%	95.3%
Total	94.3%	94.9%	94.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

EAS achieved 94.9% of overall attendance for R-7 students short of the State benchmark of 96%. This is attributed to the commitment to ensuring that we all take responsibility for the attendance of our students and working together with families to assist that partnership for daily attendance. Deeper analysis of our attendance data demonstrates that we have a small number of students who have developed chronic non-attendance patterns. We work closely with these families and students.

Behaviour Management Comment

2016 saw an increase of actual violence, threatened or actual across the school and an increase in students threatening the good order of the school as compared to 2015. A decrease in students threatening the safety and wellbeing of peers and interfering with the rights of others was noted. Reports of suspensions decreased as compared to 2015 and related to the same small number of students. The student wellbeing coordinator pro-actively focused on appropriate social skills when playing and interacting with others with an emphasis in the early years. The PCW focused on empathy programs in primary classrooms to achieve positive outcomes. Social stories programs for students with disabilities supported greater successful social interactions.

Client Opinion Summary

2017 saw EAS make available the Client Opinion survey to all families early term 4, with 74 respondents.
Parent feedback
- 24% did not believe the school provided for a say on matters relating to the school.
- 20% would like to see all EAS staff take the time to listen and to take on board diverse points of view
- 16% wish for an increase in the time taken to understand each learner's needs
- 31% would like for EAS to increase the educational expectations of all learners
- 25% would like to see an improvement in effective communication processes to build proactive partnerships with families
- 31% would like to see a stronger commitment to supporting student wellbeing.
We have decided to elicit more information from families term 1 2017 to gain greater clarity on the points above for continuous improvement to continue.

Of the 51 respondents, student feedback included:
- 28% would like to see teachers more regularly discuss progress
- 21% would like greater teacher assistance when experiencing difficulty
- 36% would like to see the library better resourced
-28% would like to have someone identified at the school they can talk to
- 26% would like to see an increase in ways they can be involved in making decisions about the school.
We have decided that a critical role for the school ambassadors is to unpack the responses with students for us to gain a deeper understanding of their feedback, providing the opportunities for student authentic voice to be part of the solutions to the above.

Of the 8 respondents, staff feedback included:
- 25% would like to see greater opportunities Ito discuss and share teaching methods and strategies with other teachers through Professional Learning Communities
- 13% would like to be supported further to access professional learning to support them achieving their performance and development goals
- 38% would like to see consistency in the use of the school's procedures to address student bullying and harassment issues.

The school leadership to review and provide a clearer structure to enable teachers to share and discuss teaching methods and strategies that are effective for student learning through PLCs.
We will further support staff to set performance goals and to achieve these through constructive feedback supporting professional learning for individuals based on their goals.
Through the Counselor regularly monitor the consistency of school behaviour education procedures. ✛

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	11	11.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	19	20.4%
Transfer to SA Govt School	57	61.3%
Unknown	6	6.5%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All non-teaching staff and staff employed by Governing Council as well as all volunteers in the school are required to have a DCSI Relevant History Screening Clearance. The site uses the EDSAS data base to track and record the Relevant History Screening Clearances of volunteers and non-teaching staff and monitors this through the use of an additional spreadsheet updated regularly by the Administration Officer. The school's procedures were audited early 2015 bringing a high commendation for the thoroughness of procedures.

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	72
Post Graduate Qualifications	20

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	37.0	0.0	11.8
Persons	0	43	0	16

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

Financial Statement

Funding Source	Amount
Grants: State	$389,965
Grants: Commonwealth	$48,769
Parent Contributions	$263,639
Fund Raising	$30,751
Other	$9,700

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

*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	We appointed a counselor 1 day/week who worked in a proactive manner with groups of students focusing on positive choices and restorative practices.	Less suspensions and time out in office
	Improved Outcomes for Students with an Additional Language or Dialect	Two EALD teachers were employed to focus on improving Reading Comprehension through team teaching, modeling, coaching of classroom teachers. They supported the literacy cycle in writing using same model.	Excellent NapLan writing results years 3,5 and 7 Improved reading results.
	Improved Outcomes for Students with Disabilities	Students supported through the development of personalised goals in One Plans .Allocated SSOs working closely with classroom teachers to meet the outcomes set for students.	Students met goals. Improvements in NapLAN/PAT testing and standards.
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 and those with learning difficulties all had ILP goals. All receiving additional support in numeracy and literacy working with SSOs who were directed by classroom teachers to assist student improvement in classroom and 1:1. Introduction of Minilit, Reading Support teacher working alongside classroom teachers focusing on reading comprehension and the introduction of Numeracy/Maths early intervention program 'Too Smart' in the early years, FLMD programs in Chinese Mandarin and Punjabi supported students understand the English language through mother tongue.	Improved SEA data in reading for years 1 & 2 and numeracy improvements seen in PAT tests and NapLan and curriculum standards met.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	This funding targeted additional support for disadvantaged students and Aboriginal students who were experiencing learning difficulties in literacy/numeracy.	As above outcomes were evident in standards achieved by students.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	As above	As above