



# East Adelaide School

## 2020 annual report to the community

East Adelaide School Number: 1036

Partnership: Adelaide - Prospect

Signature

School principal:

Ms Vicki Stravinski

Governing council chair:

Lauren Roberts

Date of endorsement:

7 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights

East Adelaide School has maintained an enrollment of 730. We pride ourselves as a school that draws on the strengths and unity of our community. 2020 brought with it unprecedented challenges with bush fires at the start of the year, which directly impacted some members of our community followed by COVID -19. Throughout these testing times our community showed great resilience maintaining a sense of quiet and careful optimism, unwavering support of school staff, adaptability and flexibility as we worked in partnership to navigate through the uncertainties that were put before us. We discovered new ways of teaching and learning and practiced new ways of meeting which strengthened the partnership between families and school staff.

Above all our students demonstrated their ability to remain focused, optimistic and resilient; adapting rapidly to the ever changing landscape.

As a school staff we focused on student well being and focus on our own health and well being. We are proud of our 2020 achievements which included:

- a successful External School Review
- the development of the EAS YouTube Channel to share with families school events they could not attend due to COVID restrictions
- the rapid uptake of Microsoft Office 365 Teams and One Note as teaching and learning tools for years 4-7
- a STEM showcase, Book Week events and parade, Science week events with community members visiting classes as guest speakers who aiming their talks on the Sustainability work of classes, End of Year Performance, Year 7 Graduation which were filmed for and shared with families
- commencement of an outdoors improvement project as a direct result of the LEOS developed with parent community late 2019
- introduction of teacher/student lunchtime sports competitions with the purpose of focusing on school morale
- the student leadership groups continued their focused work
- Kindergarten to School and Year 7- HS transition visits
- Community work through our continued partnership with St Basil's Nursing Home albeit done very differently
- achievement of our SIP Actions and Success Criteria
- significant improvement of our Phonics Screening Test results at year 1
- teachers embedding the professional development undertaken with direct results on improved student progress
- continued high quality teaching practice with teachers focused on continually improving practice in order to improve student progress.

Above all we put into action our school vision of being a community which inspires care, curiosity and courage.

## Governing council report

The Governing Council faced a challenging time in 2020. Our representatives adapted to the changed conditions and were able to continue to deliver effective governance for the school. We are fortunate that our representatives comprise of a group of parents and staff with experience, skill and a common belief in the importance of public education. This was reflected in our achievements during 2020 and I am hopeful that the focus and drive of this group will continue in the years to come.

The work of the Governing Council is guided by the advice and recommendations of the various sub-committees and working parties and we appreciate the commitment of the each member. We thank them for their tireless work and willingness to push change and progress.

The Governing Council is responsible for the management of our OSHC and Canteen. Despite disruptions to the OSHC service, we were able to provide our families with quality care and we are most grateful to the OSHC staff, in particular to the director, Benjamin Goudie. It is pleasing that the OSHC service turned a profit during 2020 and that it remains a viable service as well as providing important funds for capital works for our school.

Our canteen service was similarly disrupted and I am grateful to our canteen manager, Lisa Starkey and her team for their hard work in the absence of volunteers and for their continued commitment to providing a healthy range of foods for our students.

The Governing Council and Assets and Landscaping committee are pleased to have built on the LEOS process undertaken in 2019 by finalising plans for the Northwest Corner project. The first stage of that project has been funded and will be implemented during 2021. The Governing Council are looking forward to working with our school community and partners to fund stage two of the project which will enhance the outdoor spaces and improve student engagement with their environment. I am hopeful that the momentum we have with the LEOS projects will continue in 2021 and beyond.

Other highlights of 2020 included:

- Focus on improving our after school sports programs
- Confirmation of priorities for the LEOS project
- Commencement of a seed funding program for students, which approved student murals to improve hallway spaces
- Strategic focus on the transition from an R-7 school to an R-6 school when that occurs in 2022
- Review of the proposed 2021 budget
- Supporting the staff during their transition to online learning (and back)
- Supported the review of SIP plans and supported new.

I thank everyone & encourage the community to continue engaging with our school by participating in the governance of the school. Lauren Roberts

# Quality improvement planning

## Numeracy

From the comparison of the 2019 NAPLAN Numeracy data and 2020 PAT-M data, the following correlations have been made in relation to the SEA:

In 2019, 97.2% of Year 3 students achieved Band 3 or above in NAPLAN. In 2020, 100% of students achieved SEA scale score at or above 101.

In 2019, 93.7% of Year 5 students achieved Band 5 or above in NAPLAN. In 2020, 99% of students achieved SEA score at or above 112.

In 2019, 100% of Year 7 students achieved Band 6 or above in NAPLAN. In 2020, 97% of students achieved SEA scale score at or above 121.

For PAT Maths, growth for lower achieving students is evident but mid-range and high achieving students have not shown as significant growth (particularly R-4). This indicates that focus needs to be placed on increasing the level of challenge for students. Student gain from years 5-7 has shown a significant improvement over the last 3 years; students have grown at a significantly higher than expected rate. Overall, students still experience a higher growth in reading and writing than they do in numeracy between years 5 and 7, however the gap closed significantly in 2019.

## Reading

There has been a significant increase in the percentage of students achieving the SEA score of 28/40 in the 2020 Phonics Screening Check in comparison to 2019. 68% of students achieved SEA in 2019 and 86 % of student achieved SEA in 2020. This has been a result of the consistent, rigorous and targeted Systematic Synthetic Phonics program being implemented across F-2 classes and the introduction of WAVE 1 Heggerty Phonological Awareness program in 2020.

From the comparison of the 2019 NAPLAN Reading data and 2020 PAT R data, the following correlations have been made in relation to the SEA:

In 2019, 97.2% of Year 3 students achieved Band 3 or above in NAPLAN. In 2020, 100% of students achieved SEA scale score of 95.

In 2019, 95.3% of Year 5 students achieved Band 5 or above in NAPLAN. In 2020, 98% of students achieved SEA score at or above 112.

In 2019, 100% of Year 7 students achieved Band 6 or above in NAPLAN. In 2020, 94% of students achieved SEA scale score of 120.

As NAPLAN did not go ahead this year due to COVID – 19, we decided to conduct a site-based writing assessment using the NAPLAN testing process. Students from Foundation through to Year 7 produced a persuasive text based on a given stimulus sheet.

F-Year 2: Choose a pet that you would like to have. Tell your parents why you think this would make a great pet.

## Writing

As NAPLAN did not go ahead this year due to COVID – 19, we decided to conduct a site-based writing assessment using the NAPLAN testing process. Students from Foundation through to Year 7 produced a persuasive text based on a given stimulus.

Students had 10 minutes planning time and a further 50 minutes to write their exposition. The Early Years students hand wrote their text and the Year 4 – 7 students typed their text in order to practise for when NAPLAN resumes in 2021.

Teachers were released for a half day and also spent two staff meetings marking the writing samples from our Accelerated Learners (approx. 25% of the school) using the NAPLAN marking guide. Once samples were marked, a percentage of these samples were moderated by the DfE Test Marking Manager to ensure that teachers were on the right track when marking and to give us feedback on the students' writing.

The above findings in Numeracy, Reading and Writing were part of our rigorous regime of data collection, supporting our analysis and review of learning progress for 2020. These findings from standardised tests & assessments informed our SIP priorities for our continuous improvement cycle.

## Improvement: Aboriginal learners

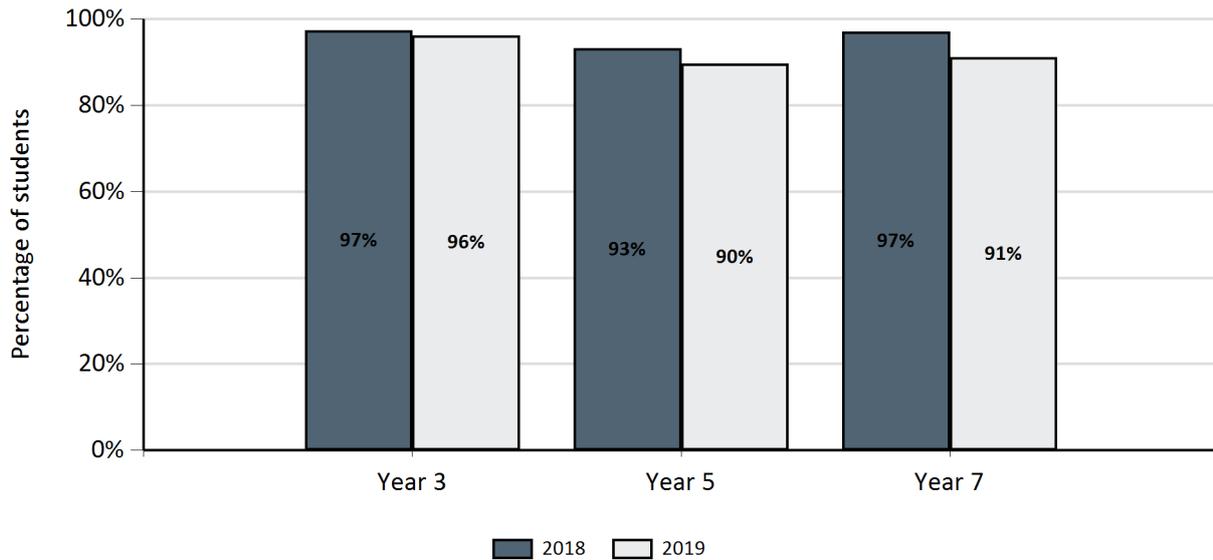
East Adelaide School has 4 students who are Aboriginal. In 2020 we implemented the Aboriginal and Torres Strait Islander Learner Achievement to assist us all to better track, monitor learner progress, ensuring differentiated learning for our ATSI students and more concise One Planning.

# 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

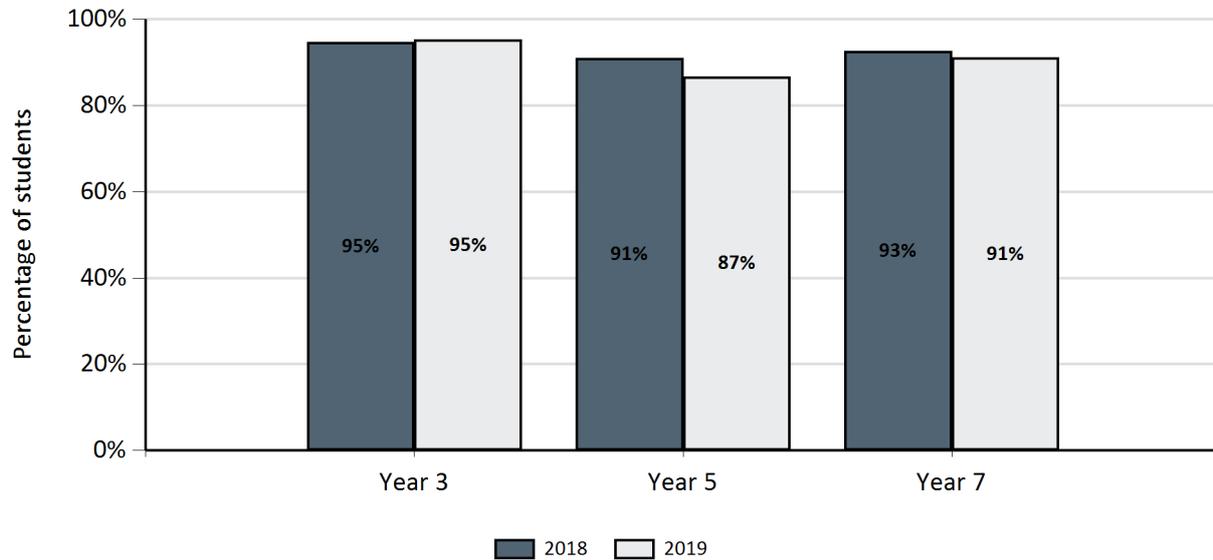


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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.

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## NAPLAN progress

The data below represents the growth of students from 2017 to 2020 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%	44%	25%
Middle progress group	43%	31%	50%
Lower progress group	28%	26%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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	39%	18%	25%
Middle progress group	37%	69%	50%
Lower progress group	24%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	107	107	76	54	71%	50%
Year 3 2017-2019 Average	98.3	98.3	72.0	54.3	73%	55%
Year 5 2019	68	68	29	23	43%	34%
Year 5 2017-2019 Average	75.0	75.0	42.3	26.3	56%	35%
Year 7 2019	45	45	20	19	44%	42%
Year 7 2017-2019 Average	53.3	53.3	21.7	20.0	41%	38%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>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

In 2019, More than 90% of our students at year 3, 5 and 7 continued to achieve above the SEA in Numeracy and Reading.

## Numeracy

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For PAT Maths, growth for lower achieving students is evident but mid-range and high achieving students have not shown as significant growth (particularly R-4). This indicates that focus needs to be placed on increasing the level of challenge for students. Student gain from years 5-7 has shown a significant improvement over the last 3 years; students have grown at a significantly higher than expected rate. Overall, students still experience a higher growth in reading and writing than they do in numeracy between years 5 and 7, however the gap closed significantly in 2019.

Foci for 2021 include:

- Increasing the level of challenge for students need opportunities to struggle with challenging problems, seek their own solutions and make connections before explicit teaching of content and strategies occur.

Aim to incorporate modelling tasks – real problems based on real issues of concern for students and that actually need solving.

- Regular experience with unfamiliar & challenging questions requiring students to connect, adapt & transfer concepts improving reasoning.

- Introduce interleaving where students retrieve strategies from their memory regularly, building retention.

- Use high impact strategies such as questioning to support development of reasoning, & explicit teaching of big ideas in number.

## Reading

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Foci for 2021 include:

- \*High impact teaching strategies, explicit teaching of SSP & high quality WAVE 1 teaching for reading.

## Writing-

- \*Text structure -emphasis on refining introduction, body paragraphs & conclusion.

- \*Word choice to improve vocab, spelling, ideas and persuasive devices categories.

- \*sentence structure, punctuation and spelling

# Attendance

Year level	2017	2018	2019	2020
Reception	95.3%	95.4%	99.1%	92.8%
Year 1	94.5%	94.2%	99.4%	94.1%
Year 2	94.7%	95.6%	99.5%	94.1%
Year 3	95.6%	95.4%	99.4%	94.6%
Year 4	94.3%	94.4%	99.3%	94.2%
Year 5	94.7%	95.0%	99.3%	92.1%
Year 6	93.5%	94.6%	99.2%	93.3%
Year 7	96.0%	94.3%	99.0%	92.4%
Primary Other	N/A	N/A	N/A	100.0%
Total	94.7%	94.9%	99.3%	93.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

## Attendance comment

2020 East Adelaide School did not meet the attendance target of 95% achieving 93.6%. We have adhered to our procedures of intervention before attendance patterns indicate at risk markers including; setting attendance flags, making phone calls to families, officially corresponding with families for chronic late arrivals, referrals to work with outside agencies and support services to be proactive, diligent use of SMS notification of non attendance to parents & working with families. COVID increased anxieties for families & students impacting on school attendance which played out as school refusal by a small number of students. We worked in partnership with families and external service providers including child/adolescent psychologists, psychiatrists and social workers for students.

## Behaviour support comment

We continued with a zero tolerance of violence. In 2019 we had 28 suspensions compared to 34 suspensions by the end of 2020 and 1 exclusion in term 3. The behaviours categorised into 6 domains with the most common domain being violence threatened or actual. There were 4 students who were repeat offenders, they made up half of the suspensions. On a positive these students have made progress and over the past couple of years their suspensions have decreased. Students are learning strategies to use to assist them manage feelings before actions occur. We had a further 6 staff attend the Berry Street Education Model PD with some implementation which was impacted by COVID and delays in the PD. The Well-being Leader along with the Well-being Team reviewed the Behaviour Procedure & Processes & the Cyber Safety Policy in readiness for implementation 2020. The Well-being Leader worked alongside teachers R-7 to implement BSEM & You Can Do It strategies.

# Client opinion summary

## Parent Opinion Survey

The feedback from parents is overall positive and supportive of our work. Parents believe their children are important to us, they receive enough communication and they believe that education at EAS is important to their children's future. Areas for improvement include:- teachers being clearer about the standard of work they expect of students, parents wish to see more useful tips shared with them to help student learning at home, would like more useful discussions with teachers about their child's learning, parents would like a greater opportunity to have input into their children's learning, a greater proportion of respondents would like more assistance by the school for their child's learning . It will be important that we seek parent participation in finding solutions to improvement areas and ensure we celebrate the positives.

## Staff Opinion Survey

Staff identified our strengths in Expert teaching, having high expectations of students, goal alignment with the SIP and school directions, personal job perception, collaboration, a strong connection to the SIP, the positive academic climate, the quality of instructional leadership and the ability to participate in the decision making structures and processes in the school.

Staff overall engagement was down by 9% as compared to the previous survey sitting at 53% and School Climate was deemed at 64% in the moderate quartile.

The lowest ranking domains included:

Reward and recognition 48%

Change 43%

Student Safety Climate 38%

Voice 30%

As a School we have commenced working with staff on recognising we need to work on improving in these domains seeking their voice as to how we work together to determine strategies for improvement. Staff has decided that we focus on Voice and Student Safety Climate for 2021 with a focus on the other 2 domains in 2022. All staff wish to participate and see their responsibility in improving engagement.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	11	8.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	52	41.3%
Transfer to SA Govt School	63	50.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

The highest level of screening strategies have continued at East Adelaide School in accordance with Department policies. The importance of completing the WWCC along with the RAN training and attendance at School volunteer induction is highlighted to all members of the school community. All documentation for pre-service teachers, contractors, external service providers and staff and volunteers is current and consistently reviewed. RAN training is available online to all volunteers. We facilitated several group volunteer induction sessions in term 1 2020. We plan to facilitate more induction sessions term 1 and 2 2021.

# 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	67
Post Graduate Qualifications	25

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	38.4	0.0	14.6
Persons	0	45	0	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$893,509
Grants: Commonwealth	\$47,777
Parent Contributions	\$315,558
Fund Raising	\$1,809
Other	\$0

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

## 2020 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 2020 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	We have allocated these funds to build wellbeing and engagement through structured and targeted literacy, numeracy and social skill development programs, coordinated by the Deputy and 2x SSO2 and run by SSOs.	Most year levels now have 95% or more above SEA.
	Improved outcomes for students with an additional language or dialect	EALD teacher lead learning developing understanding of the English language within the context of the writing cycle & reading comprehension. Teacher focused on new arrivals in small groups or 1:1.	Writing and Reading Records show improvements in achievement for EALD learners.
	Inclusive Education Support Program	We have allocated our IESP funded students with SSO hours, where the classroom teacher provides targeted tasks to build the skill set that individual child requires to achieve their one plan SMARTAR goals.	All IESP funded students have achieved all or most of their goals this year.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>ATSI students have received targeted SSO support in their individual area of need. IESP support has been targeted towards psych/speech report recommendations and SMARTAR goals.</p> <p>FLMD students in Mandarin and Punjabi receive one lesson per week in a small group supporting literacy progress.</p> <p>Early years support targeted through R-3 Literacy, Numeracy social/regulation development programs, including Phonological Awareness (Rec), Minilit (Yr 1), Reading Doctor (yr 2), Macqlit (yr 3-4), TooSmart (Yr2), QuickSmart (yr 3-5), Structured play (R-4), interoception beaks.</p>	<p>All ATSI students bar one are now working at or above SEA in lit/num. All IESP students have achieved all/most SMARTER goals.</p> <p>Number below SEA decreased.</p>
Program funding for all students	Australian Curriculum	Teaching teams released each term for PLC sessions in Writing and Maths (SIP goals) focusing on collaboration, focus on learning, results, implementing High Impact Teaching Strategies and the impact on student learning.	Increased consistency in effective pedagogy and upward trajectory of results.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Used for MiniLit, MacqLit, Too Smart, Quick Smart, Phonological Awareness & increased support for ATSI and school card holders at risk. Used Reading Doctor increased teacher expertise through PD for targeted teaching.	Students accessing additional WAVE 2 small group support progressed.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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