



East Adelaide School

2021 annual report to the community

East Adelaide School Number: 1036

Partnership: Adelaide - Prospect

Signature

School principal:

Ms Vicki Stravinski

Governing council chair:

Jamie Coombs

Date of endorsement:

2 March 2022



Government
of South Australia
Department for Education

Context and highlights

In 2021 we continued with high enrolments of over 700, experiencing little movement of students joining our school or leaving due to the impacts of COVID-19 globally. We continue to celebrate the cultural diversity of our community. We have had a wonderful year of learning, drawing inspiration from the very supportive parent community, who have closely partnered with us to ensure that amazing events could still go ahead with the implemented measures to keep everyone safe. Our highlights included, a STEM expo/ Grandparents Day attended by over 500, bringing great joy to students who could demonstrate their learning using current technologies whilst describing the engineering processes used to problem solve. We celebrated our graduating students with outdoor ceremonies and dance. Sports Day was attended by smaller numbers of families who came to watch from a distance, and some volunteered on the day. The Colour Run went ahead with the support of parent volunteers as did many COVID safe gatherings of classes and families in the local parks. Book Week activities went ahead with a parade in the streets especially delighting the residents of the local nursing home. Science Week guest speakers grew in number this year, drawing on the skills of our parent and wider community. Staff continued to adapt and flexibly navigate newfound skills in implementing Microsoft 365 programs supporting learning online which was an enormous benefit to our students as they sharpened their skills throughout each year level to build upon becoming the effective digital natives for learning over time. Students displayed increased anxieties, some of which were seen for the very first time. However, many of our staff were well equipped to manage these behaviours with additional explicit training in trauma informed practices. The Berry Street Education Model was implemented, and as a result, staff were confident in their new skills in supporting students work through the turbulence of emotions that were exacerbated by COVID that had the potential to negatively impact on learning short and longer term. We purposely brought more fun and joy into day-to-day learning for students through student/teacher sporting competitions and spending time enjoying laughter with our students. Above all our students demonstrated their ability to remain focused, optimistic and resilient, learning to adapt to the ever-shifting landscape and developing the skills to navigate such times in the future. The completion of the nature play area, the first major LEOS project, brought joy and adventure to all students who have learnt to calculate the risks needed in play to navigate the course successfully.

Governing council report

In 2021 I had the honor of taking on the role of Governing Council chair. Together with Vicki Stravinski, the EAS leadership team, 15 parent representatives and several other staff members, this group was tasked with steering East Adelaide School through 2021

The Governing Council at East Adelaide School (EAS) sees the culmination of significant time and effort invested by numerous staff, parents, and volunteers across seven subcommittees meeting twice a term for the duration of the year. In addition, the GC is ultimately responsible for managing the businesses of the OSHC and Canteen services for the school. Through the collaboration of the Finance, OSHC and Canteen sub committees, budgets were set for 2021 in Term 1 and monitored throughout the year to track forecast against performance. The ongoing review has provided input to the budgets that were developed for this year.

With the change of year 7's moving to high school, we took the opportunity in 2021 to review the EAS brand. This process was led by GC member Lucie Reichstein who took us through a process of reimagining EAS and provided a framework on how we will present the school going forward.

Throughout the year the GC worked with School leadership in the analysis of the school improvement journey against the backdrop of the Site Improvement Plan, which also drives budgeting decisions.

Other highlights of 2021 from work managed through the Governing Councils and subcommittees include

- Identification of areas of improvement in OSHC through the audit of the Quality Improvement Plan
- Fundraising activities such as Quiz Night, Colour run
- Development of the northwest corner Nature Play area
- Request of the Premier and Education minister for government funding based on the LEOS.
- Engagement with neighboring primary schools in relation to the Gilberton Swimming Club trust
- Winter, Book Week and Science Week special food items available from the Canteen
- Staff and parent workshops on Well-being, Inclusive Education and unpacking NAPLAN
- Continued participation in a broad range of after school sports with a focus on improved communication

All of these were managed against the backdrop of continued Covid-19 restrictions.

In addition to the guidance provided by Vicki, I'd like to thank the executive team of Lauren Roberts (Vice Chairperson), Jan Johnston (Treasurer) and Ben Ganguly (Secretary) and the general Governing Council members for working with me in making 2021 a productive one, for being willing to share their voice and time and offering their expertise when required. I hope that the 2022 Governing Council is equally as energetic as 2021 was, and encourage you to provide your skills

Quality improvement planning

The Site Improvement Planning processes have been strongly aligned to the cycle of continuous improvement, drawing upon the collective commitment of staff to analyse data to inform the next part of our journey. Tracking and monitoring of the implementation of SIP actions against the success criteria throughout the year has assisted us to continuously improve practice and to work towards achieving our goals and challenges of practice in Writing and Mathematics. The SIP and guided practice of strategically gathering evidence has highly impacted the work of our professional learning communities.

The focused direction of Action Teams is to track and monitor the implementation of the SIP and to ensure teachers have a direct line of sight between the SIP and teaching practice to affect impact, led by the Assistant Principals. Continued evaluation of our commitment to improvement occurred each term through the review and evaluate processes at Action Team meetings with staff evaluating evidence of student achievement against the SIP actions and success criteria. This process was further strengthened in terms 3 and 4 aligning the more refined data as evidence of teaching impact against the big data of learner achievement collected through NAPLAN and PAT Maths and Reading, Phonics Screening, reading records.

Differentiation through WAVE 1 quality classroom intervention along with several WAVE 2 short term targeted interventions were strengthened with deeper tracking and monitoring of learner progress, strengthening the quality of feedback provided to learners and the setting of goals.

Leaders implemented an instructional leadership model, listening to teachers regarding their intentional teaching in the areas of Writing, reading/ systematic synthetic phonics/spelling and Mathematics, along with listening to students regarding their understanding of success criteria and intentions of the learning supporting leaders to maintain a clear line of sight between the School Improvement Plan and teaching practice.

High quality continuous professional learning was further supported through the coaching/mentoring of the Assistant Principals in Literacy and Numeracy linked to achieving the challenges of practice and actions of the SIP. The leaders guided the development of rigorous learning designs along with mentoring to ensure high impact teaching strategies were embedded in practice. We provided teachers time and guidance through staff meetings and pupil free days to explore and implement the curriculum, high impact teaching strategies and relevant resources.

Leaders continued to delve deeper into teaching practice through PLC meetings, looking at evidence of learner progress against our SIP actions, success criteria and through the robust discussions, guiding teachers in identifying commitments to action through the development of SMARTAR goals both for the individual teacher and as a collective team, to build the collective responsibility of learner achievement across each cohort.

We have added an additional goal of reading for 2022 focusing on systematic synthetic phonics/spelling and the implementation of the Big 6 seeing that our NAPLAN results were not what we expected at year 3 and a slight dip at year 7. Our focus term 1 2022 is on reading fluency strategies (accuracy, rate and prosody) for comprehension which will set the pace for improvement over the next twelve months and beyond. At the same time the writing goal will focus specifically on functional grammar and vocabulary which link strongly with reading using quality mentor and exemplar texts for systematic guided instruction in teaching tier 2 and 3 vocabulary, reading, spelling strategies through the focus on the literacy cycle.

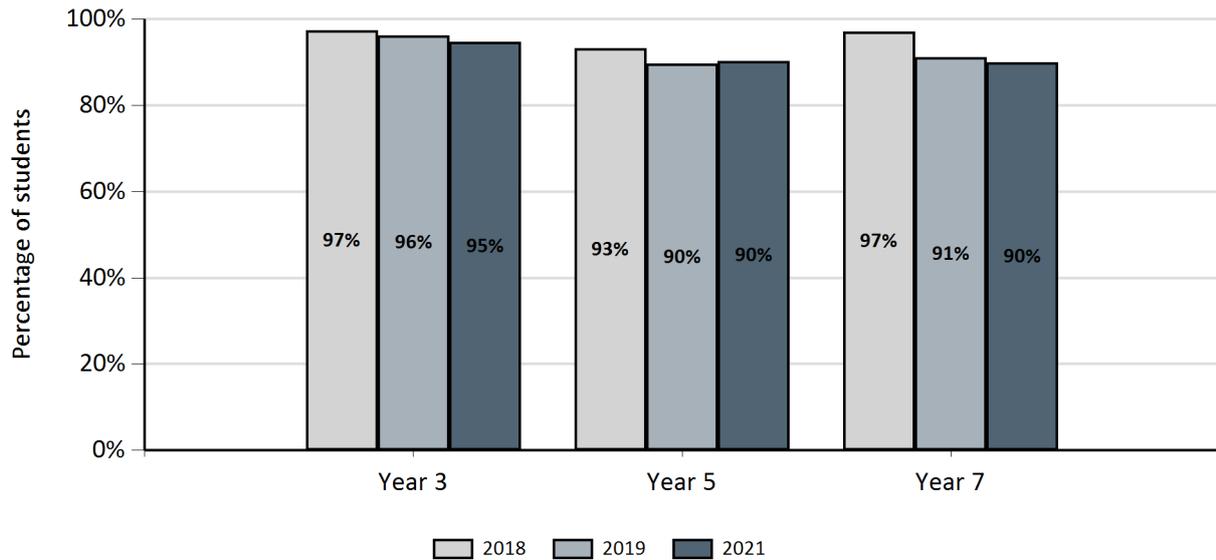
Our Mathematics goal and challenge of practice is to be supported through the development of positive mindsets applied to problem solving, implementation of a sequenced teaching cycle using the Australian Curriculum Mathematics and resources.

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

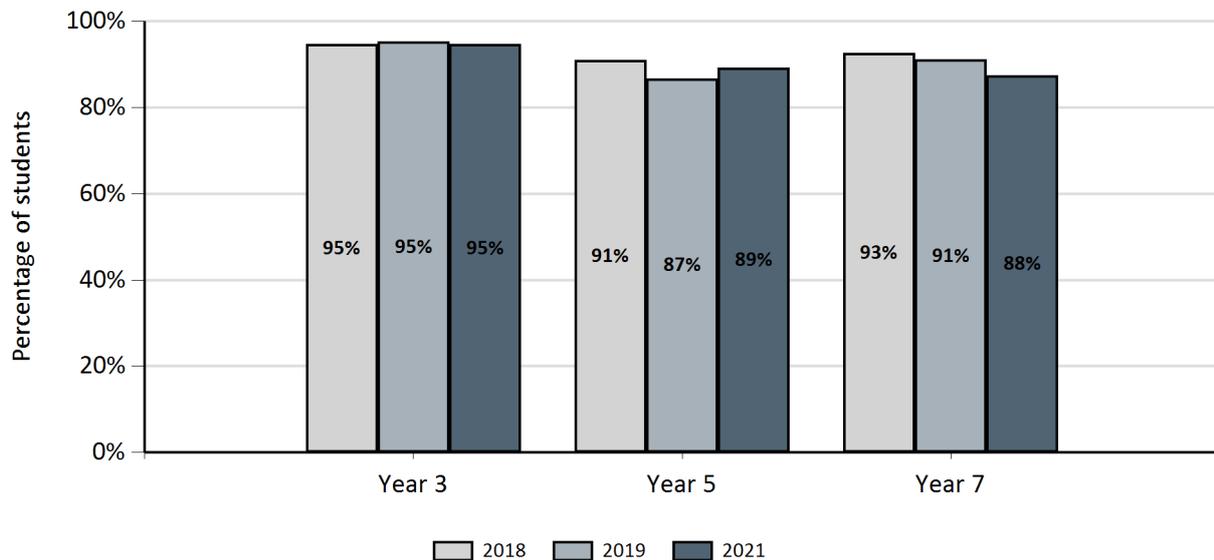


*NOTE: No NAPLAN testing was conducted in 2020.

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	29%	41%	33%
Middle progress group	52%	47%	48%
Lower progress group	19%	*	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	15%	26%	33%
Middle progress group	53%	59%	48%
Lower progress group	33%	*	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	95	95	52	40	55%	42%
Year 3 2019-2021 Average	101.0	101.0	64.0	47.0	63%	47%
Year 5 2021	93	93	52	29	56%	31%
Year 5 2019-2021 Average	80.5	80.5	40.5	26.0	50%	32%

*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: Tracking & Monitoring

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

To give context we had 3 Aboriginal students in 2021, one at year 4, one at year 2 and one at year 1. The improvement actions we implemented included:
 Ensuring that leaders along with the teacher of each Aboriginal student tracked and monitored their literacy and numeracy progress throughout the year. We included the conversations about Aboriginal learner progress at PLC meetings ensuring that we drew upon the collective responsibility for improvement, using data to inform targeted quality differentiation.
 Strengthening the partnership between teachers/school and families, increasing the number of meetings throughout the year to share learner achievement and overall progress with families and jointly developing and reviewing goals. We also focused on stronger attendance at school.
 Better aligning resources both human and other to actions that had greatest impact. This included additional support for individuals. Allocating the financial resources to the individuals most in need for short term, targeted WAVE 2 support including social and emotional support.

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

The student at year 2 is one of our accelerated learners and continuing to thrive in all areas of learning, remaining focused on progress and successful relationships with peers and teachers. He is reading above benchmark at 26. His PAT Reading results of a scale score of 120.6 verify his strong reading skills that have contributed to his comprehension success. He thrives in Mathematics even though his PAT Maths was lower than we anticipated but on par and stronger for a year 2, with a scale score of 108.
 The year 1 who left the school early term 4 however had low reading scores in testing in the Phonics Screening Test and in the regular reading records. She participated in a range of interventions both in the class and WAVE 2 programs including phonological awareness program and MiniLit to support the classroom interventions in systematic synthetic phonics and reading. The school met regularly with the family adjusting strategies.

School performance comment

A consistent systematic synthetic phonics approach and commitment to using decodable texts Foundation and Year 1, along with the Heggerty Phonological and Phonemic Awareness Program, has had a significant impact on the early years students' ability to recognise phoneme and grapheme correspondence accurately and automatically. This has resulted in 86% of Year 1 students scoring over 32 in the Phonics Screening Test, above the state average score of 28. State-wide collection of reading records shows that 47% of Year 1 students were already reading beyond level 21 and 28% were reading at or above the expected level of 18. The Year 2 results show that with 82% of the cohort already reading above level 24 showing potential high achievement in 2022.

READING

As a result of data analysis, the following recommendations for 2022 were made and embedded in our SIP: Plan for and incorporate the Big 6 into the reading program, continue explicit teaching of Systematic Synthetic Phonics/spelling F-6, implement guided instruction, track and monitor fluency (accuracy, rate and prosody) further improving text comprehension, plan for and teach tier 2 & 3 vocabulary using mentor texts and 'building the field', explicitly teach and model the connected use of comprehension strategies through a range of strategies as outlined in our SIP and guidebooks. track and monitor comprehension through data collections to inform and measure impact of teaching reading

WRITING

From our Writing analysis, the following areas will be focused on in 2022 in order to shift scores and improve growth from Years 3 to 5. Explicit work in the early years will also be focused on, in order to continue building a solid foundation for students moving into Year 3.

Full and comprehensive teaching and learning writing cycle, explicit teaching focusing on sentence structure including grammatical elements, connect writing and reading through the use of mentor, exemplar texts and worked samples, consistently implementing our professional learning in Functional Grammar and Seven Steps of Writing

NUMERACY

Analysis of trends in NAPLAN and 2020 PAT Maths data identified areas of focus on in 2021 to attain significant growth for mid-range and high achieving students which included:

Reviewing problem solving, introducing analytical reasoning rather than focusing on explaining, auditing assessments for complexity and challenge, checking plans for focus on key number concepts and flexible strategies, introducing interleaving to build retrieval.

Teachers from F-3 were released for professional learning and implemented this into their practice. Team PLC meetings were used to discuss impact, assessment and data, targeted teaching and the learning design cycle

As a result of a relentless focus on consistently implementing professional learning and SIP, results included:

20% faster growth on PAT M across the whole school, highest ever PAT M results in years 2, 3, 4, 7, 50% faster growth in years 2-4, improvement for middle and high achieving students, NAPLAN results as expected based on 2020 data, with good reasons to expect improvements 2022.

Recommendations for 2022 are embedded in our SIP for 2022. Please refer to the SIP

Attendance

Year level	2018	2019	2020	2021
Reception	95.4%	99.1%	92.8%	94.4%
Year 1	94.2%	99.4%	94.1%	95.7%
Year 2	95.6%	99.5%	94.1%	95.0%
Year 3	95.4%	99.4%	94.6%	96.5%
Year 4	94.4%	99.3%	94.2%	96.0%
Year 5	95.0%	99.3%	92.1%	95.6%
Year 6	94.6%	99.2%	93.3%	94.7%
Year 7	94.3%	99.0%	92.4%	93.2%
Primary Other	N/A	N/A	100.0%	N/A
Total	94.9%	99.3%	93.6%	95.3%

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

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

Attendance comment

Attendance surpassed the Department's benchmark of 95% with 95.3% total. We followed our procedures of intervention before attendance patterns indicate at risk markers including; setting attendance flags, calls to families, corresponding with families for chronic late arrivals, referrals to work with outside agencies to be proactive and diligent use of SMS notification of non-attendance to families. We worked in partnership with families & external providers including child/adolescent psychologists, psychiatrists and social workers. We worked closely with Felixstow Services to understand & offer support to a family who were experiencing attendance issues

Behaviour support comment

In 2021 we had a total of 135 incidents of violence threatened or actual a slight increase on the previous year and comparable over the previous 4 years. Of the reported incidents, 112 were attributed to the behaviours of four students in Reception, years 3 & 5. Analysing the data the incidents occurred more frequently in the park area which prompted the school's increase of teacher duty of care with additional staff at break times. Students are learning strategies to regulate when feeling dysregulated through the implementation of strategies from the Berry Street Education Model, Trauma Informed Practice. The Well-being Leader and team review school procedures against student wellbeing data for continuous improvement of practices. The Well-being Leader worked alongside teachers R-7 implementing BSEM strategies.

Parent opinion survey summary

The Parent Opinion Survey had 231 respondents with an overall positive and supportive response, strongly agreeing or agreeing to most of the questions.

Respondents identified strongly with the following asked of them:

Education is important to them, that they felt their children had good home learning routines, that parents were equipped to assist their children plan future pathways although 30% didn't and commented that it was far too early in primary school to be planning for future educational pathways.

63% believe that they are encouraged by the school to help their children learn with 37% disagreeing. This is an area for the school to explore further along with 52% of parents seeking more tips from teachers as to how to best support their children's learning at home.

Respondents highly agreed that people connected with the school were highly respectful with each other and that there is a high level of respect between teachers and students. 71% responded that the child is important to the school with 29% disagreeing with the statement. This is another area for the school to explore further.

There were high levels of positive responses to the school communicating well and effectively with families. The other areas that received a response below 40%, and additional areas for the school to explore included parents having useful discussions with the school about their child's learning and parents have input into the learning. What was interesting of the negative responses most of these stated they didn't agree or disagree with statements, which lead us to believe that the respondents may have been parents with very young children whose experiences of the school is more recent.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	55	42.0%
QL - LEFT SA FOR QLD	4	3.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	67	51.1%
U - UNKNOWN	3	2.3%
VI - LEFT SA FOR VIC	1	0.8%
WA - LEFT SA FOR WA	1	0.8%

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

The highest level of screening strategies have continued at East Adelaide School in accordance with Department policies. We emphasise the requirements of a WWCC, updated RRHAN training and attendance at School volunteer induction for all prior to being able to volunteer. Several induction sessions were facilitated by school leaders' terms 1-3 enabling the community to participate. Dedicated office personnel maintain the documentation for pre-service teachers, contractors, external service providers, staff and volunteers ensuring its currency and continual review. We plan to adhere to these processes in 2022.

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	63
Post Graduate Qualifications	22

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	37.2	0.0	12.5
Persons	0	42	0	18

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

Financial statement

Funding Source	Amount
Grants: State	\$920,147
Grants: Commonwealth	\$38,521
Parent Contributions	\$295,415
Fund Raising	\$8,325
Other	\$14,827

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	Several teachers trained in the Berry Street Education Model, in addition, SSOs were trained to deliver 'What's the Buzz' which supported students to be ready for engagement in learning.	Increased levels of engagement in student learning and a sense of belonging.
	Improved outcomes for students with an additional language or dialect	EALD teacher worked with teachers analysing language level using a moderation process. Using the literacy cycle as a prime pedagogical tool enabling guided instruction of the grammar & writing cycle.	Writing and Reading data have shown successful outcomes of EALD students achi
	Inclusive Education Support Program	Wave 3 IESP students supported by SSOs to achieve SMARTAR Goals Teachers developed personalized learning plans.	All IESP funded students achieved all or most of their goals.
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	Aboriginal students have received targeted SSO support to support their achievement. FLMD students in Mandarin and Punjabi receive one lesson a week in a small group supporting literacy development ad language fluency, vocabulary and understanding, strengthening English language.	ATSI students apart from one student working at or above SEA in literacy and numeracy. All achieved set SMARTAR GOALS. FLMD supported English vocabulary
Program funding for all students	Australian Curriculum	PLCs released each term, focus on Writing and Mathematics (SIP goals), High Impact Teaching Strategies, collaboration and impact on student learning and next steps for targeting teaching. Focus on AC in learning design	Increased consistency in effective pedagogy.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding used for MiniLit, MacqLit, Phonological Awareness, Focus on Phonics, and the implementation of Math's 4 Learning Inclusion (M4LI). Including additional support for ATSI students & school card holders.	Students achieve SEA or above in NAPLAN, PAT M & R and reading records.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

