



Evanston Gardens Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Evanston Gardens Primary School Number: 142

Partnership: Greater Gawler

Name of School Principal:

Libby Clift

Name of Governing Council Chair:

Mariann Thomas

Date of Endorsement:

3/6/18

School Context and Highlights

The school's enrolment at the completion of 2017 was one hundred and forty two students with six classes; Reception, Reception/ One, Year Two/Three, Year Three/Four, Year Five/Six and a Year Six/Seven. 55 per cent of the student population were on school card. We also experienced a relatively high level of transience.

The staff consisted of a Principal, 0.6 counselor, six 1.0 classroom teachers, 0.4 teacher librarian, 0.4 Arts teacher (including choir) , 0.4 Japanese teacher and a NIT teacher 0.4. Evanston Gardens had 12 SSO's (most part time as there were 5.5 FTE) and a grounds person for 9 hours a week. The school had one Aboriginal Community Education Officer and the services of a Pastoral Care Worker for 14 hours a week as an additional wellbeing measure for our students. We had a Playcentre leader on Fridays at the Community Centre. The staff and students, Governing Council and school community are to be commended for flexibility and patience as Capital works continued including the completion of the new administration building. The library is due to be completed in early 2018.

Ongoing and engaging elements of school life in 2017 included:

Choir - Junior Choir, Senior Choir (Festival Theatre and Magic Millions)
 Premiers Be Active and Reading Challenges
 Swimming
 Aquatics
 Student Leadership Groups
 Sporting Schools and Sports Day
 Meet and Greet Night and parent interviews
 Year Seven Graduation
 Assemblies (fortnightly)
 End of Year Concert
 Sports Day
 Kimochis program
 Zoo Snooze
 SAPSASA
 Breakfast club
 The middle and upper primary camp at Stockport

Thank you to the staff students and school community for their active participation in the External School Review in Term 4.

Governing Council Report

Thank you to of all Governing Council members who worked effectively and positively in partnership with the Principal to provide governance for the school community.

Mariann Thomas - Chairperson
 Jackie Blades - member
 Kim Hamilton Waycott - Deputy Chairperson
 Pam Freeman - secretary
 Jen Cornwall - member
 Jenna Young - member
 Astrid Buck -Treasurer
 Jaquie Gale - member
 Nicole De Kruyf - member

Governing Council had ongoing input/discussion re the redevelopment (Capital Works), Site Improvement Plans, budgets and showed interest in all aspects of school life. They also reviewed the Dress Code, Attendance Improvement Plan and policy, draft first aid policy and gave positive input into a wide range of issues. Governing Council were also involved as an entity with meeting with the External Review Officer and peer principal. Thank you to the staff members who were representatives on Governing Council and presented a report on class learning, specialist programmes and so on. Staff members also ran a creche to enable full participation by interested parents.

These parents were also very active in school life through fundraising. Some highlights were the Mother's and Father's Day stalls and the Fun Run. The fundraising student leadership group met with the committee and assisted with their projects. Various members also supported the running of the Breakfast Club, Canteen and special weekly lunches. Parents also organised the Scholastic Books for the school and another took photos at school events for our newsletter and front office screen.

Improvement Planning and Outcomes

Running Records

Reception

In Reception 52% of students reached the DECD standard of level 5 Running Record (RR) by the end of 2017. This is a slight decrease from 2016. All students who did not reach our school benchmark will have access to MiniLit in Year One as this is our priority group for improvement.

Year One

At the end of Term 4 59% of students reached the DECD standard levels of attainment, a decrease of 1%, with some above RR level 25. Records of Oxford sight words are also being kept at each year and these results correlate to Running Record Levels. Work will continue on reading skills for these year two students in 2018 with an emphasis on vocabulary as well as the teaching of reading skills.

Year Two

63% of our students achieved the DECD standard of levels of 21-24 at the end of Term 4, a decrease of 1% from 2016. Work will continue in this area to raise the level of students achieving the DECD standard through targeted support for students as well as a whole school focus on building word knowledge and understanding (vocabulary development).

In 2018 we will continue to work for 100% achievement of Running Records in Junior Primary as part of the focus of raising student achievement and empowering students in their learning as outlined in the External School Review. As well as continuing a focus on the explicit teaching of reading skills, we will have a focus on vocabulary and oral language as these are essential foundations for literacy and reading skills. Strategies as outlined in our operational plan include: explicit learning intentions for oral language development being evident in all classrooms with planning for the integration of oral language and vocabulary skills in all literacy programmes including writing tasks and guided reading.

The school will also focus on reaching student achievement in PAT R, our goal in 2018 being that 70% of students will achieve this. In NAPLAN our goal is that all students achieve the national minimum standard. Our 2018 site plan and a detailed operational plan outline how we will work toward these goals. One example is building staff capacity to help raise student achievement by staff being trained in programmes specific to numeracy such as the Jo Boaler on-line course and the Big Ideas in Number especially in the basic skills of Trusting the Count in number.

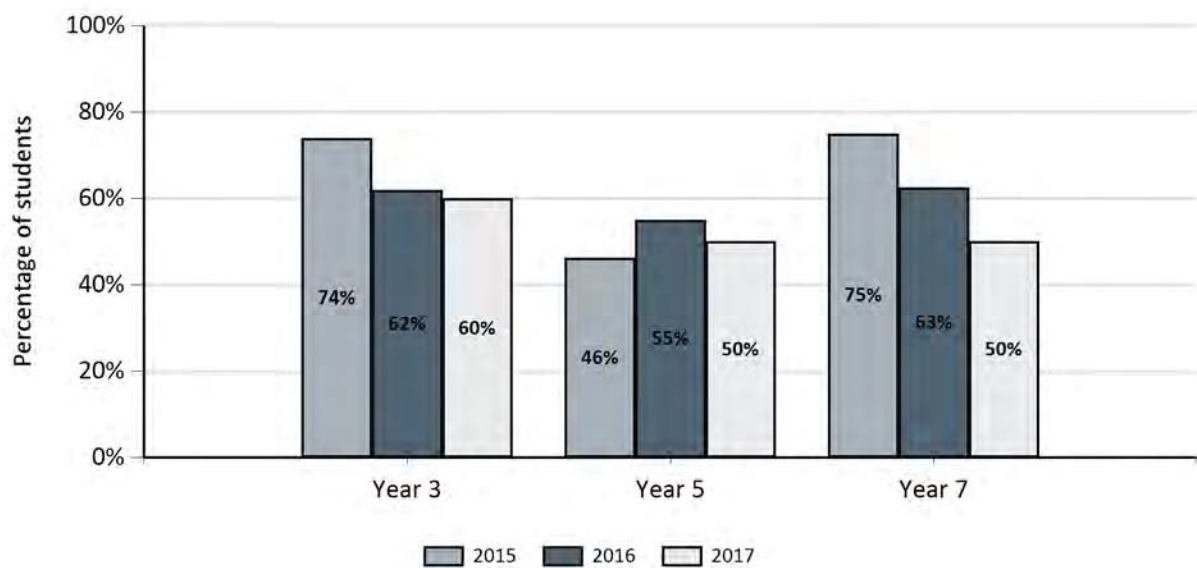
Please see the following section on the school performance comment for details of the 2017 performance in NAPLAN and PAT M and R.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

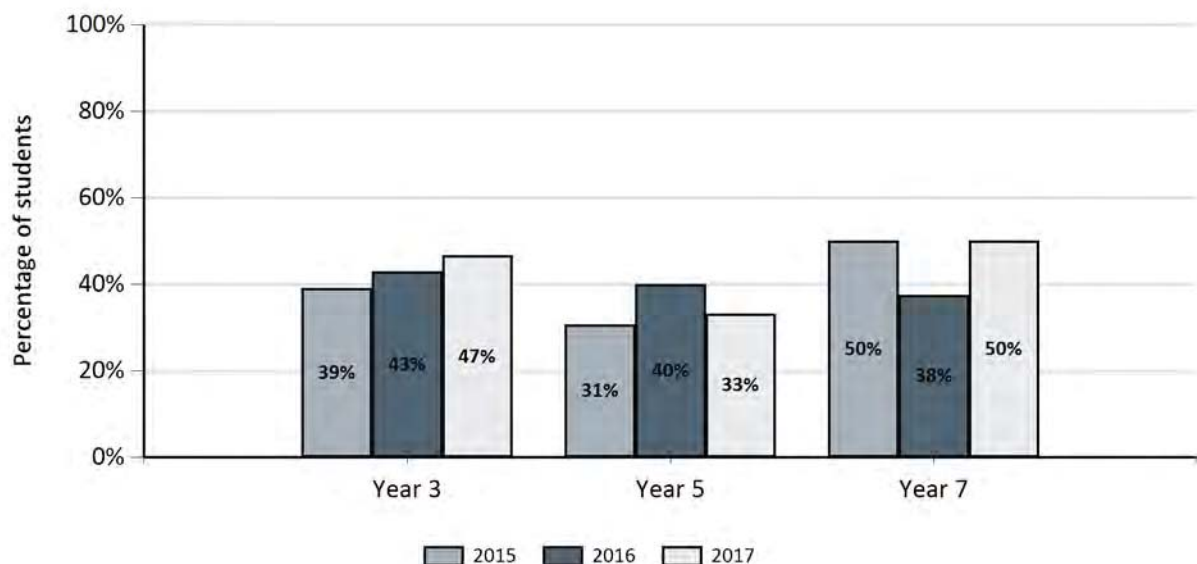
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	38%	0%	25%
Middle progress group	25%	67%	50%
Lower progress group	38%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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)
Upper progress group	18%	13%	25%
Middle progress group	36%	50%	50%
Lower progress group	45%	38%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	15	15	2	1	13%	7%
Year 3 2015-17 Average	19.7	19.7	1.7	1.3	8%	7%
Year 5 2017	12	12	1	0	8%	0%
Year 5 2015-17 Average	15.0	15.0	2.7	0.0	18%	0%
Year 7 2017	8	8	2	0	25%	0%
Year 7 2015-17 Average	8.0	8.0	1.0	0.0	13%	0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

NAPLAN

The proficiency in NAPLAN reading has decreased slightly in Year 3, (2%) 5 (5%) and by 13% in Year Seven (given that this is a relatively small cohort). The Year 5-7 had 38% in the upper progression group but of concern is the lower progress groups in Year 3-5 and 5-7 (33% and 38%). Another area where growth is needed is in the number of students in the higher bands of achievement. Our goals for 2018 will be that 70% of students are achieving in the DECD standard of achievement with 70% of students achieving medium and high growth in reading. Vocabulary will be a strong focus in 2018.

The proficiency levels in numeracy have increased in Year Three and Seven (4% and 12% respectively and decreased in Year 5 by 7%). There is still work to be done in increasing the number of students in upper progression (growth) groups and decreasing this in the lower groups at Year 5 and 7 so a goal for 2018 will be that 70% of students achieve high or medium growth in NAPLAN in numeracy and also that 70% of our students achieve the DECD proficiency standard of achievement in 2018. The Big Ideas in Number particularly Trust the Count will be a focus.

Progressive Achievement Testing (PAT) is a mandatory assessment measuring mathematics skill and reading comprehension. In 2017, The following percentages of students were at or above minimum standard. This data includes students who have a learning plan. Cohort growth (same students) from the previous year is also shown.

PAT- Mathematics.

Year 3 – 53%

Year 4 – 50% - cohort growth of 7%

Year 5 – 58% - cohort growth of 32%

Year 6 – 67% - cohort growth of 22%

Year 7 – 88% - cohort growth of 7%

PAT- Reading

Year 3 – 58%

Year 4 – 63% - cohort growth of 16%

Year 5 – 67% - cohort growth of 21%

Year 6 – 68% - cohort growth of 16%

Year 7 – 86% - cohort growth of 45%

Student achievement in these assessments continues to grow.

Our target for 2018 is for 70% or above of students to achieve the minimum standard in both assessments, or learning plan goals

Attendance

Year level	2014	2015	2016	2017
Reception	92.1%	90.8%	81.8%	90.6%
Year 1	91.4%	90.7%	90.0%	90.4%
Year 2	85.5%	88.6%	87.9%	91.1%
Year 3	90.3%	88.0%	89.7%	89.5%
Year 4	87.9%	89.4%	85.2%	90.0%
Year 5	91.5%	90.6%	88.8%	88.4%
Year 6	83.7%	91.9%	81.4%	92.1%
Year 7	81.6%	88.7%	89.3%	89.0%
Total	88.8%	89.7%	86.8%	90.4%

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

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

Attendance Comment

Overall attendance increased from 88.6% in 2016 to 90.4% in 2017. Only a small percentage of students had ongoing poor attendance due to a combination of high level learning needs, social-emotional and complex family needs. The school in partnership with support services worked closely with these students and their families to improve school connectedness and engagement. In 2017 students achieving greater than 95% attendance and punctuality each term were acknowledged at assemblies and in the school newsletter.

Behaviour Management Comment

Incidents of threatened or actual violence decreased from 142 in 2016 to 125 in 2017. There were 94 office time outs, 7 take homes, 22 suspensions and 2 exclusions. These figures reflect ongoing relationship building and the consistent use of restorative processes with students and their families, a whole school focus on positive education, positive relationships, growth mindsets, explicit values education, the Kimochis social and emotional learning curriculum in JP classes, participation in cyber safety and anti-bullying and violence workshops with SAPOL for middle and upper primary students, and yard program for targeted students.

Client Opinion Summary

Student and Parent Survey was very similar to 2016 with overall positive results in 2017 with a high degree of neutrality with all lower rated items

Student Feedback	Parent Feedback (substitute my children/s teachers) :
My teachers expect me to do my best (100%)	95%
My teachers give me useful feedback (85%)	90%
My teachers motivate me to learn (83%)	80% up 1%
EGPS gives me the opportunity to do interesting things	80%
EGPS takes student opinion seriously (75%)	86%
EGPS looks for ways to improve (76% same)	86%
I like being at my school (70% up 9%)	80% same
Teachers at EGPS treat students fairly (69%)	90%
I feel safe at EGPS (64%, 26% neutral)	My child feels safe at school 90%
Can talk to my teachers about my concerns (62% same)	80% of parents
My school is well maintained (69%, 12% improvement)	90% of parents saw the school as well maintained
Student behaviour is well managed at my school (43%, 33% neutral)	80% parents agreed with 13% neutral

Most parents felt their child's learning needs are being met (71% with 27% neutral and that the school was improving partnerships to support their child's learning (74% with 20% neutral).

Staff survey

Items of 100% agreement were: teachers expect students to do their best, treating students fairly, students feel safe at this school (up 25%) and I like being at this school and parents being able to talk about their concerns. High agreement items were: teachers providing useful feedback (84%), receiving useful feedback about my work (92%), the school working with parents (92%) and the school meeting learning needs (92%) the school looking for ways to improve (91%), the school is well maintained (84% slight increase) and student behaviour is well managed (84%). Lower items of agreement were staff feeling supported and the school taking staff opinions seriously (both 62%) with large numbers being neutral in this area (23 and 32% respectively).

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	12.5%
Other	3	4.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	10.9%
Transfer to SA Govt School	46	71.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

There are clear processes in place to ensure that all relevant history screening for personnel on site at the school and Play Centre as per the DECD Criminal History Screening Summary for Site Leaders guidelines (Updated Feb 2016)

Groups undergoing Criminal History Screening include:

- ✦ SSOs
- ✦ Teachers
- ✦ Volunteers (including Governing Council as they also volunteer in our school).
- ✦ ECW (Early Childhood Worker) of the Play Centre
- ✦ Visiting services

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	21
Post Graduate Qualifications	11

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	8.1	0.4	5.5
Persons	0	10	1	12

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$1751966.43
Grants: Commonwealth	\$8400.00
Parent Contributions	\$44661.27
Fund Raising	\$8083.17
Other	\$24949.44

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

2017 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 2017 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	Working with students to improve behavioural and self regulation outcomes	Improved attendance and engagement
	Improved Outcomes for Students with an Additional Language or Dialect	n/a	
	Improved Outcomes for Students with Disabilities	Working with students to improve their learning outcomes through targeted support academic and social	Students working toward NEP goals
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	Programmes such as Miniilit Quicksmart and to support teacher programming in this area	meeting the needs of students through intervention, individualised programming, Miniilit
	Australian Curriculum	Australian Curriculum - PLCs in AC literacy and numeracy including learning design and moderation	ongoing sharing of practice and programming
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	n/a	
	Better Schools Funding	Facilitation of professional learning communities for teachers.	progress is ongoing
	Specialist School Reporting (as required)	n/a	
	Improved Outcomes for Gifted Students	n/a	
	Primary School Counsellor (if applicable)	The counsellor provides leadership within a preventative and developmental learner wellbeing framework with the school community	Continuing implementation of wellbeing framework for better attendance behaviour