Evanston Gardens Primary School

2022 annual report to the community

Evanston Gardens Primary School Number: 142

Partnership: Greater Gawler

	Signature
School principal:	Nikki Priestman
Governing council chair:	Alicia Maxwell
Date of endorsement:	**24 February 2023**

Context and highlights

2022 proved a busy and productive year for our community. Average enrolment was 206 with nine classes, three reception and year 1 classes, 1/2, year 2, year 3, 3/4 year 4/5 and year 5/6. We continued to offer specialist subjects of Japanese, Performing Arts, HASS and PE. In 2022 we continued to raise the profile of our school with introduction of new values and posters to reflect these, new logo and branding and the introduction of a new uniform logo.

The area surrounding the school continues to grow and our enrolment increase remains steady and gradual. We still experience student population transience – in 2022 there were 3/14 graduating year 6 students who had completed all schooling at EGPS. This makes it challenging to track our site improvement data as cohorts do not represent the same students.

Students and families at the school come from predominantly Australian backgrounds, our families are gradually becoming more culturally diverse, with students from 16 identified cultural backgrounds; Aboriginal, Afrikaans, Australian, Burundian, English, Filipino, German, Indian, Italian, Iraqui, Liberian, New Zealander, Portuguese, Russian, Scottish and Turkish cultural backgrounds.

Between 50-60% of families were eligible for school card. Our ICSEA (measure of disadvantage) was 950, with average being 1000, our school is in the 25th percentile of disadvantage.

The school has active parent groups including governing council, book club, OSHC and fundraising committees. Thank you to everyone who made a contribution to Evanston Gardens in 2022!

Some of the highlights of 2022 include -
End of year concert performance   Room 12 Amazing Race   Art Club   Garden Club   Jemz girls group   Student Parliament   Student radio shows at lunchtime   Reconciliation Week   Assemblies with families   Glow Disco   Casual Day   Showdown   Adelaide Crows AFLW visit   SAPSASA athletics carnival   Breakfast club   Camp Quality performance   Snake Education   SAPSASA basketball   Room 11 farm excursion   Netball clinics   Pyjama day   Successful raffle, book fair and other fundraising   Book Week 'Dreaming with Eyes Open'   Successful Education Standards Board review   Choir and performances at the Festival of Music and Northern Festival   Hiragana club and competition   Updating the school values   New logo and signage   Volunteer morning tea   Updating the readers and library collection   Sports Day   Beat the Bell   Fundraising to assist flood affected communities   Year 6 graduation   Splash Day,
and many more!

Thank you to our wonderful community of parents, family and carers. We are so grateful for your support and encouragement - it is a pleasure to work together to support your children.

It is with pride and that I reflect on the achievements of our community during 2022, and with enthusiasm that we continue our improvement and learning journey together.

Nikki Priestman - Principal

Governing council report

Thank you to all of the parents and community members who contributed to Governing Council in 2022.

Governing Council 2022

Alicia Maxwell – Chairperson
Racheal Curyer – Deputy Chairperson
Kim Hamilton-Waycott – Secretary
Vicky Harrold – Treasurer
Alison Dyer
Cameron Gliese
Emily Hamilton
Nicole DeKruyf

In 2022 the Governing Council supported the governance of the school including reviewing, updating and approving policies and supporting the transition to new school branding, logo and the uniform update.

Thank you to all of the volunteers for 2022. It was a very successful year of fundraising and events. Highlights include Scholastic Book Club, school disco and the End of Year Raffle.

We invite other parents, carers and community members to join us in volunteering and consider joining the Governing Council in 2023.

Quality improvement planning

It is worth noting that enrolment changes consistently impact data analysis at EGPS – the enrolments at the time of goal setting are not all of the same children as represented in data. We achieved our goal for year 3 Reading in NAPLAN. 72% of students achieved SEA – 18/25. 8% of students (2) achieved higher bands.

We just missed out on achieving our goal for year 5 reading in NAPLAN, 70% of students achieved SEA - 16/23. 3 students achieved higher bands (13%). We were 1.5 students at SEA away from achieving our goal.

The achievement against the reading goal represents an increase on achievement from previous years.

In progressive achievement testing, all year levels 2-6 and cohorts improved.

We achieved our goal for year 3 in Numeracy. 72% (18/25) students achieved SEA in NAPLAN numeracy. 2 students achieved higher bands (8%).

We did not achieve our Numeracy goal in year 5, which was 70% at SEA. 52% (12/23) students in year 5 achieved SEA in NAPLAN numeracy. 2 students achieved higher bands (9%).

In progressive achievement testing, all year levels 2-6 and cohorts improved in mathematics.

In 2023 we will encourage families to ensure students are present for NAPLAN, or covered under exemption/withdrawal grounds. Some of the students who were absent for NAPLAN were automatically marked 'not at standard'.

Considering our learning from our step 4 monitoring, we are finding the Phonological Awareness assessment is working well and is embedded alongside the wave 1 whole class Heggerty program alongside other class PA activities. The data reflects expected normal distribution of students. We have analysed data provided by our pre-school colleagues, however as EGPS has many feeder sites we do still need to assess a number of students on entry to school. Phonological awareness is a key foundational skill to reading improvement in the junior primary. Going forward we will refine our screening process for older children, given many children do not begin their schooling at EGPS. We will look to provide wave 2 intervention in classrooms in this area more effectively.

Our speech support program is working well. Students who are identified with significant speech articulation difficulties work 1:1 with an SSO three times per week. We work closely with the department Speech Pathologist to follow appropriate programs for these children. Most children meet their goals within 6-12 months and this strongly supports their literacy development.

We have introduced in-classroom intervention via small group SSOs, this is an effective model in JP, however needs to be explored more in primary grades. Early identification and intervention for students with identified reading difficulties has improved since implementing the 3 year SIP cycle 2019-2021 but is still a long term area for development.

We are increasingly confident that our wave 1 whole class programs are increasingly more explicit, systematic, rigorous and evidence-based and we will continue to sustain and improve this. Over the next 3 years we will need to give further attention to intervention and the three wave model both inside classrooms and in outside class programs.

Working with SSS to better understand differentiation and the 3 wave model has been useful to support teacher understanding and expectations, as has our reinforcement of best use of ancillary staff (SSOs) to target student needs, and raising the bar on One Plans and our responsibility towards students who need support. Our new values posters say 'quality, inclusive, equitable education' and this needs to remain our focus for all learners. As part of this we have introduced wording of 'higher bands' into our site plan goals from 2023 (not only students at standard) to ensure these students have more extension and support.

In 2023 we will introduce a new assessment for reader placement and blending, alongside teachers incorporating more blending into daily review, so they can collect observational data and modify and adjust programs to the point of need. This is to target our areas for growth in the phonics screening check.

In 2023 we will also introduce the first three assessments from the Dynamic Assessments of Basic Early Literacy Indicators (DIBELS) in R-6, view the view of replacing running records, which are not evidence based.

Instructional leadership allowed the leadership team to be more often in classrooms and have a clearer, more realistic understanding of teacher practise. We will need to continue to work on this and embed, particularly working using the questioning method and developing collegiate conversations.

Staff appreciated time to collegiately plan and work together. We are mindful that we need to maintain a balance between providing these opportunities and ensuring planning is differentiated to year levels/class context. We will work towards refreshing PLCs in 2023 and beyond including renaming to 'learning teams'.

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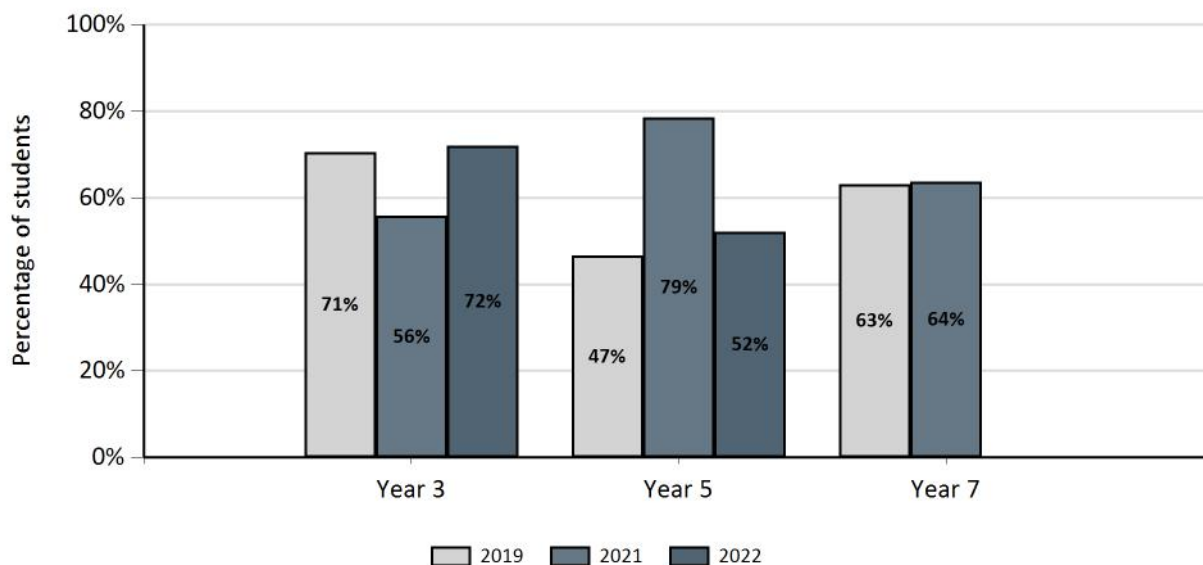
Reading
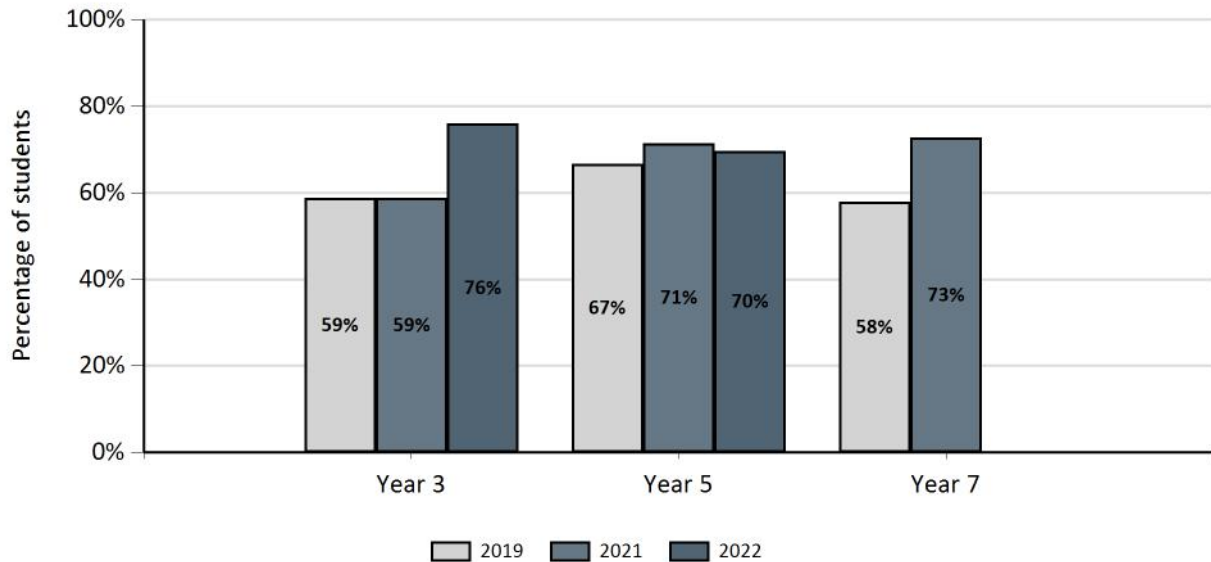
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.
*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 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 03 2022	25	25	8	2	32%	8%
Year 03 2021-2022 Average	29.5	29.5	8.5	2.5	29%	8%
Year 05 2022	23	23	3	2	13%	9%
Year 05 2021-2022 Average	18.5	18.5	2.0	2.0	11%	11%
Year 07 2021-2022 Average	11.0	11.0	2.0	2.0	18%	18%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
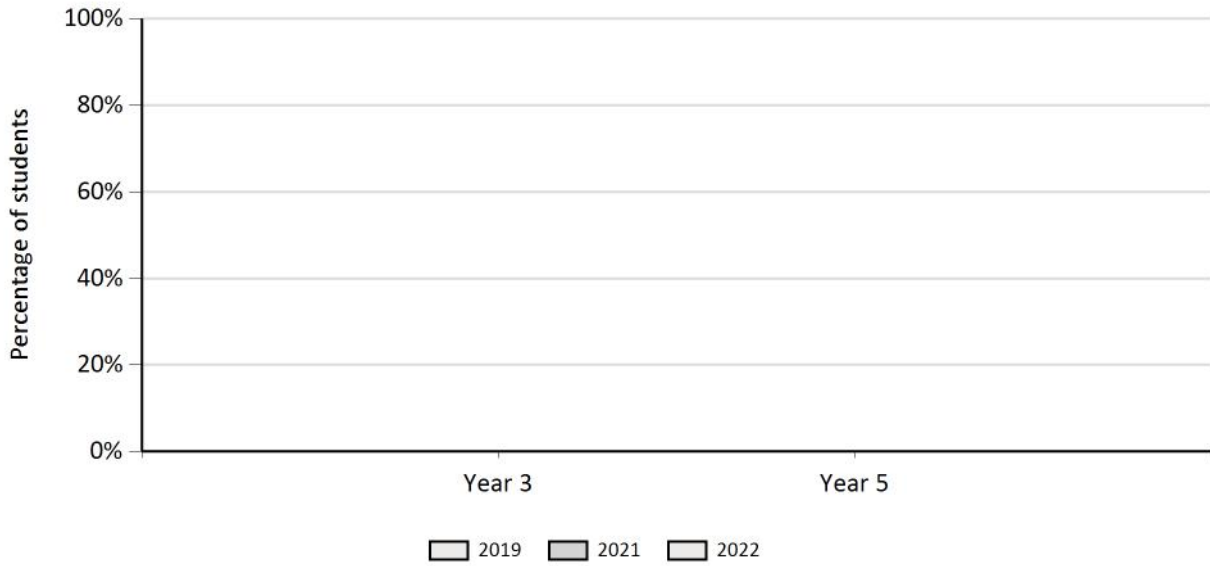Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
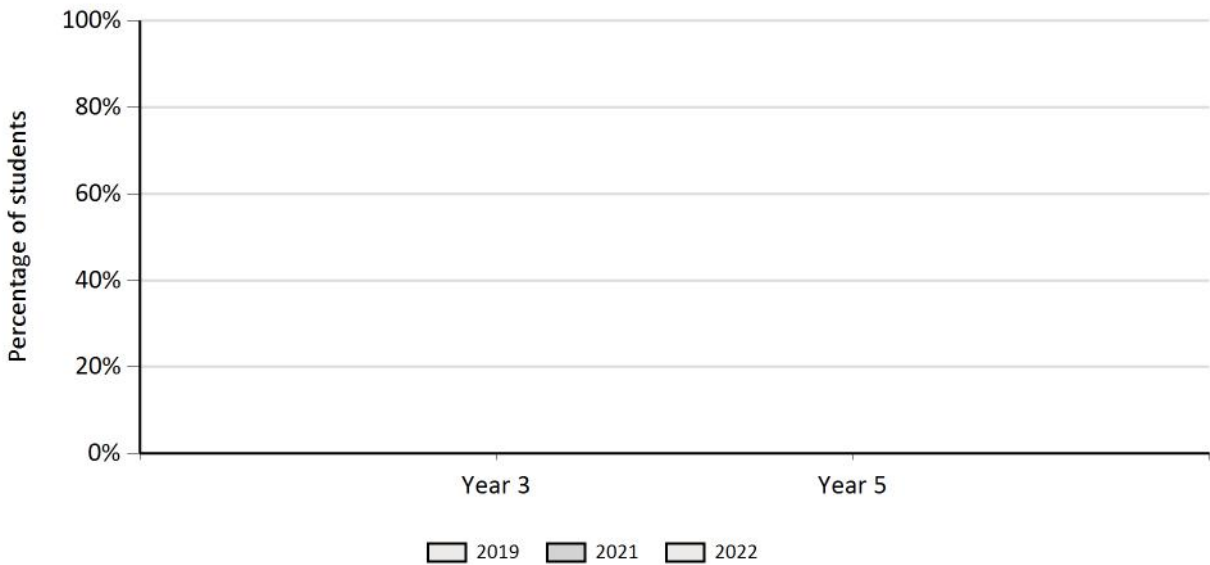Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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 2022: Tracking & Monitoring

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

> At Evanston Gardens Primary School, engagement with Aboriginal perspectives and culture is an important part of the learning of all students. Our school acknowledges the traditional owners of the land on which our school is located, the Kaurna people, and their important spiritual relationship to Country. Our staff strive to engage with Aboriginal families to ensure that our school is a culturally inclusive and welcoming environment. In 2022 there were 10 Aboriginal students enrolled, representing approximately 5% of enrolled students. In 2022 we continued to focus on element 2 of the Aboriginal Learner Achievement Leaders' resource – tracking and monitoring growth and achievement. Each Aboriginal student had an individualized data collection point, tracking page and individualized goals set.

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

> Of the students tracked – 5/10 (50%) were at or above expected SEA for their year level. 1 student had amended curriculum plan goals due to disability and continues to progress towards these. 1 student was enrolled into a personalized off-site learning program and did not attend the site. The remaining 3 students received ongoing intervention support at wave 2 as they are sitting 'just below' the expected SEA for their year level and developmental stage. In 2022 we increased feedback and discussion with parents and carers through meetings at least termly. While our focus remains on student learning and achievement, going forward, we want to look towards working with our students to identify their cultural connection and opportunities to include and enhance this at school.

School performance comment

In 2022 NAPLAN data showed an increase in some cohorts of students achieving the South Australian Standard of Educational Achievement (SEA) in reading - 70% in year 5 (16/23 students). Reading achievement in year 3 increased to 76% (19/25). We continue to focus our Site Improvement Plan on early years reading achievement to ensure more students are at the standard of educational achievement early in their schooling to reduce the amount of intervention required in later grades.

Students in years 2-6 complete Progressive Achievement Testing (PAT) in reading (PAT-R) and mathematics (PAT-M) each year. In PAT-R, 87.5% of year 3 students (21/24) were at SEA, 68.2% of year 4 (15/22), 81.3% of year 5 (13/16), 85.7% of year 6 (12/14).

 Differences between cohort percentages when comparing levels of achievement in NAPLAN and PAT assessments may be due to the style of questioning of each assessment, with NAPLAN often requiring higher order thinking skills, and PAT analysis showing students experiencing challenges with questions requiring combining information from multiple places within a text to answer questions.

In the Phonics Screening Check for year 1, we achieved below our goal at the time of testing (40.74%% of year 1 students at benchmark) to the previous year. It is noted that some students did make high levels of growth, with student growth from our site based testing in term 1 to the mandated term 3 testing an average of 5.8 points, the range being 0 (SWD) to 16.
After the mandated testing in term 3, we identified students to target for continued intervention. After re-testing in term 4, approximately 63% of students were at standard. A site priority continues to be staff adhering to testing schedules to target support to students who need it.

In numeracy NAPLAN data, the number of year 3 students achieving SEA increased by 19% (72% at SEA), however year 5 decreased substantially to 52% (26% decrease). In the 2022 year 5 cohort there are a significant number of students with a disability, which impacted this percentage. In year 3 we had 2 students achieve in the higher bands and in year 5, 2 students were in the higher bands.
When considering data trends including cohort growth, it is important to consider that we experience higher than average student transience at EGPS, often our year level cohorts consist of different students from year to year, as students depart and enrol at the school. On average we have each year 3 graduating students who have completed all schooling at EGPS.

In PAT-M we observed an increase in achievement for all cohorts, in year 3, 69.6% (16/23) at SEA, year 4 76% (16/21), showing an increase of 23%, year 5 85% (12/14) an increase of 19%, year 6 83% (10/12) an increase of 12%.

When working with data and the site plan, staff have worked to triangulate PAT, NAPLAN and in-class data (Big Ideas in Number, misconceptions, reading records, decoding analysis) to set broad cohort targets and also individual goals for students for the upcoming site improvement cycle. We did not have a high enough percentage of Aboriginal learners in NAPLAN year levels to calculate percentages of ATSI student NAPLAN achievement.

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students' Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Attendance

Year level	2019	2020	2021	2022
Reception	85.6%	88.9%	82.5%	88.5%
Year 1	91.3%	87.3%	87.5%	82.2%
Year 2	88.2%	83.9%	88.3%	84.4%
Year 3	87.9%	88.0%	84.1%	87.8%
Year 4	88.2%	86.6%	88.1%	81.7%
Year 5	87.8%	78.2%	89.5%	82.3%
Year 6	83.5%	91.9%	83.3%	77.1%
Year 7	86.3%	81.4%	91.1%	N/A
Total	87.4%	85.8%	86.3%	84.1%

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

Attendance comment

Evanston Gardens Primary School 2022 overall attendance rate has decreased from 86% in 2021 to 84% in 2022.
- Throughout 2022, 5 students attended on a part time program due to complex social-emotional or medical reasons.
- 3 students in DCP care attended on a modified part time program as part of a gradual transition from other schools.
- 1.5% of absences were due to exemptions, 5.3% were marked as family and 1.3% marked as unexplained. This low percentage of unexplained absence is due to increased communication and follow-up by staff, as well as a school SMS sent daily to parents/carers of students who are absent.
Attendance continues to be a daily site wide priority. Staff follow up with families on unexplained absences with the support of the Wellbeing Leader. We work closely with families to monitor and support identified students who have poor attendance. The school, in partnership with Social Work Truancy, have conducted many home visits to support families of low attendance.
The school continues to strive for an attendance rate of at least 90%. We are also targeting lateness with successful initiatives such as 'beat the bell' to maximise learning time.

Behaviour support comment

The Friendly Schools program continues to be implemented at EGPS to support student wellbeing and manage social skills and behaviours both in the classroom and in the yard area. Professional Development and support have been provided to ensure the use of consistent language regarding friendly and unfriendly behaviours. Activities have continued to be provided to engage students at break times, including dance, garden club, water play and sports.
Staff co-construct consistent behaviour expectations with students to ensure classroom conditions are safe and productive for learning. We explicitly teach students about the zones of regulation and being ready to learn.
There is a whole school agreement that interoception exercises are used in classrooms at least twice daily and there is also a designated area where students can access a supported interoception break. This supports students to be aware of and to self-regulate their emotions.
Data shows from 2021 to 2022 shows that take homes decreased from 42 to 26.
Data shows from 2021 to 2022 that suspensions decreased from 25 to 24.
In 2022 one student was excluded.

Parent opinion survey summary

58 parents responded to the 2022 parent survey. Generally responses were positive and overall showed an increase in satisfaction from previous years. This reflects the engaged and supportive community that we have at EGPS.

Items of highest agreement (agree/strongly agree) were:
- People are respectful at this school (88%)
- Teachers and students are respectful (78%)
- I feel equipped to plan pathways for my child (70%)
- This school communicates effectively (75%)
- My child is important to this school (84%)

Items with lower agreement were:
- I receive learning tips to help my child (32% disagree)
- I have input into my child's learning (53% disagree)
- I receive useful feedback about my child's learning (32% disagree)

Trends in the enrolment survey indicate a majority of parents feel that their child is valued and the environment is generally respectful, and that parents feel that staff care about their child.

Analysis for growth indicates that parents would like more opportunities to communicate and be involved in their child's learning and to support their child's learning at home.

Comments include:-
"EGPS is a good school. Leadership are really starting to get some exciting things happening for the kids. I would like to see the school involved in more sports and sports carnivals."
"I am very happy with the school teacher my daughter has, communication skills are great and is helping my daughter cope with her anxiety."
"They are very supportive and concerned not only with my child, but also to me as apparent. School services and facilities are always available."

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	16.7%
NT - LEFT SA FOR NT	1	5.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	14	77.8%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All employees, volunteers, students undertaking work experience at the site, and third party service providers hold relevant history screening including the Working With Children Check. The school ensures that all documentation is sighted and kept on file and duty of care requirements are maintained. In 2022 volunteers within the Governing Council retrained in RRHAN-EC.

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	24
Post Graduate Qualifications	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	14.2	0.0	8.9
Persons	0	17	0	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$2,504,563
Grants: Commonwealth	$6,000
Parent Contributions	$48,521
Fund Raising	$11,332
Other	$11,725

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

2022 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 2022 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	Working with staff and students in student voice, social skills, interoception, attendance tracking and case management, coordination of external social work and wellbeing services and collaboration and referral. Training and resourcing in the Friendly Schools Program.	Decrease in behavior and bullying data. Progress towards individual social skills goals.
	Improved outcomes for students with an additional language or dialect	We have a limited number of students who receive EALD funding. Training for staff in strategies to support this small number of students to develop Oral Language skills in English.	Progress towards goals against Language and Literacy Levels
	Inclusive Education Support Program	Aligned to students' individual One Plan Goals. This may include 1:1 SSO support or small group programs, literacy, numeracy or social-skills intervention.	Progress towards and achievement of individual goals as per one plan.
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	IESP general grant small group intervention including speech and language programs for students in the junior primary, social and wellbeing skills groups. Targeted funding for literacy and numeracy support towards resources and programs including decodable readers, phonics and phonological awareness. Early years funding to support complexity and reduce class numbers.	Progress towards and achievement of individual goals as per one plan. Growth within year 1 phonics screening check, PASM and reading data
Program funding for all students	Australian Curriculum	Professional learning, training and development Curriculum materials	Progress towards NAPLAN and PAT goals as per site plan.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Teaching materials, resources and programs. Increased access to and training within ICT and STEM environments.	Progress towards site goals as per NAPLAN and PAT.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A