



Evanston Gardens Primary School

2021 annual report to the community

Evanston Gardens Primary School Number: 0142

Partnership: Greater Gawler

Signature

School principal:

Nikki Priestman

Governing council chair:

Nicole DeKruyf

Date of endorsement:

31 March 2022



Government
of South Australia
Department for Education

Context and highlights

2021 proved a busy and productive year for our community. Learners, families and staff showed outstanding flexibility and collaboration in responding to the challenges of Covid.

Our school continues to develop, with new families joining us, particularly in junior primary. Average enrolment was 210, with nine classes; R, R/1, two 1/2 classes, 2/3, 3/4, 4, 5/6 and 6/7. We continued to offer specialist subjects of Japanese, Performing Arts, HASS and PE. 2021 was significant in terms of student graduation, with a double cohort of year 6 and 7 transitioning to secondary school.

Students and families at the school come from predominantly Australian backgrounds, our families are gradually becoming more culturally diverse, with students from Aboriginal, Afrikaans, Arabic, Australian, Filipino, German, Italian, Liberian, Maltese, Polish, Portuguese, Russian, and Scottish cultural backgrounds. Between 50-60% of families were eligible for school card.

The school has active parent groups including governing council, book club, OSHC and fundraising committees. These committees responded admirably to restrictions around parent presence onsite and continued to provide a valuable service to our community. Thank you to everyone who made a contribution to Evanston Gardens in 2021!

Highlights in 2021 included snake education, water safety lessons R-5 and aquatics for year 6/7 students at West Lakes.

Our choir performed beautifully in the Festival of Music and students competed well in the Hiragana competition. We again modified our community events to incorporate COVID-19 measures, with Sports Day won by the Blue team and strong participation and teamwork shown by all. Students enjoyed special events such as the middle primary Zoo Snooze, upper primary camp to Woodhouse, Harmony Day and Book Week. Our annual concert was a huge success.

In 2021 we said farewell to two staff, Ms Cheryl Pettigrew, reception teacher, and Principal Libby Clift, both of whom have given more than 40 years of dedicated service to the Education Department to create bright futures for children. We thank them for their many years of work and wish them all the best in retirement.

The school underwent a successful External School Review in 2021, the directions from which will inform our improvement goals. We also have commenced a new 3 year site improvement cycle. After consultation with our students, staff, parents, families and the wider community we updated our school values to RESPECT, ASPIRATION and RESILIENCE.

It is with pride and that I reflect on the achievements of our community during 2021, and with enthusiasm that I look forward to our future together.

Governing council report

Thank you to our 2021 Governing Council Members for their contribution:

Nicole DeKruyf - Chairperson
Kim Hamilton-Waycott – Secretary
Vicky Harrold - Treasurer
Alicia Maxwell
Cameron Gliese
Cindy Cooper
Emily Hamilton
Racheal Curyer
Tanya Woolley

In 2021 Governing Council gave input to a range of school improvement and policy updates, including introduction of the new school values. Members, alongside other volunteers, also worked to support our school with services and events such as OSHC, Scholastic Book Club, Mothers' and Fathers' Day Stalls, Book Fair, Easter Raffle and special lunches.

We acknowledge the invaluable work of all of our volunteers and Governing Council in making Evanston Gardens a vibrant school environment.

Quality improvement planning

Continued increase in rigor in our literacy practices (assessment timeline, restructure of PLCs, involvement of literacy guarantee unit, daily review) lead to significant growth for some students, in particular, one cohort of year 1s and also year 5/6 reading growth, as evidenced by phonemes known, grapheme-phoneme knowledge and reading levels, from 26% at age-expected benchmark during term 1, to over 80% in term 4. We need to continue to build on this. We continue to aim for growth for every child in every classroom.

Observing other staff for fidelity and rigor has been one impactful strategy to increase accountability between staff members, as has leadership walkthroughs and staff led PLC deadlines and discussions. The model of at least twice termly PLCs with teacher leaders has proved effective with staff introducing evidence based instructional practices (use of misconceptions testing and program in mathematics, daily review in literacy) taken up with increased fidelity.

Scheduling staff meetings for PLC time without administration and dedicating increased time for site plan review and PLCs has supported this. We also saw an increase of targeted intentional teaching through raising the bar and expectations in yearly, termly and weekly planning, sharing this with parents.

Although not specifically aligned to site plan goals, the Friendly Schools program has meant that student behavior and social issues are impacting less on teaching time. The expectation introduced at the commencement of the year that all staff maximize learning time and use only research informed interoception and calming breaks for short durations at wave 1, alongside the zones of regulation, has meant that we have dramatically increased time used purposefully for learning.

What are our next steps?

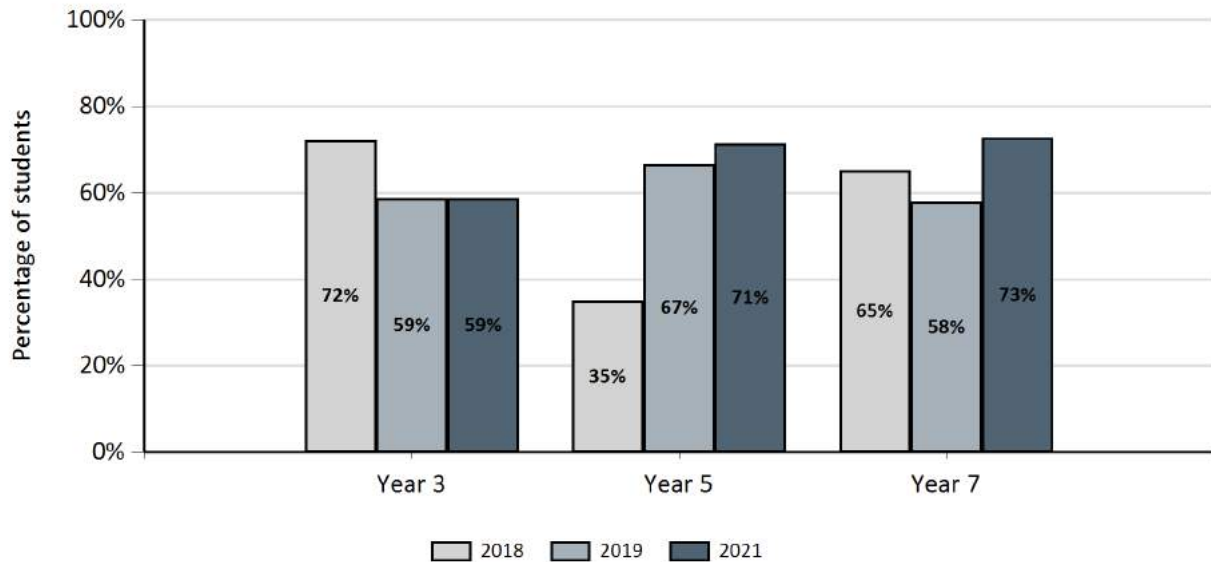
- Increase focus on the 'student outcomes/impact' based on student data within twice termly site plan review discussions – staff are building to identify efficacy based on student data and adjust the plan according to this. This should be supported in part through the introduction of student success criteria based on the AC and continuing to improve data analysis within PLCS. All staff need to ensure they meet deadlines as per expectations and agreements.
- Continue to build staff capacity to analyze student data and draw conclusions, taking action through targeted, differentiated teaching.
- Investigate the 'learning sprints' model on a 5 weekly basis within PLCs with data as evidence of effective teaching.
- Continue to review and use the EGPS planning expectations document, assessment calendar, literacy and numeracy teaching expectations documents, as tools within PDPs, observations and PLCS.
- Continue to ensure staff PDP align to site plan literacy and numeracy goals – with specific students, data goals and strategies identified.
- Continue our expectations of yearly, termly and weekly planning. Increase opportunity for staff to collaboratively plan and use scope and sequences and units of work to work towards low variance.
- Revisit existing SSO use and intervention models to increase differentiation within wave 1 in classrooms. Work towards resourcing review of students participating in wave 2 and 3 intervention and tracking the effectiveness of this. Work towards aligning this with SSS processes under the new model.
- Build on existing instructional leadership and purposeful peer feedback, ensuring that any staff peer feedback, where this strategy is used, is meaningful, encouraging and enhances accountability.
- Build on the success of decodable readers in reception and year 1, enlarging the collection to include more vowel representations, multi syllabic words and resources suited to middle primary, as well as the wider library collection.
- Introduce non-negotiable expectations for language used in learning intentions and success criteria and monitor this.

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

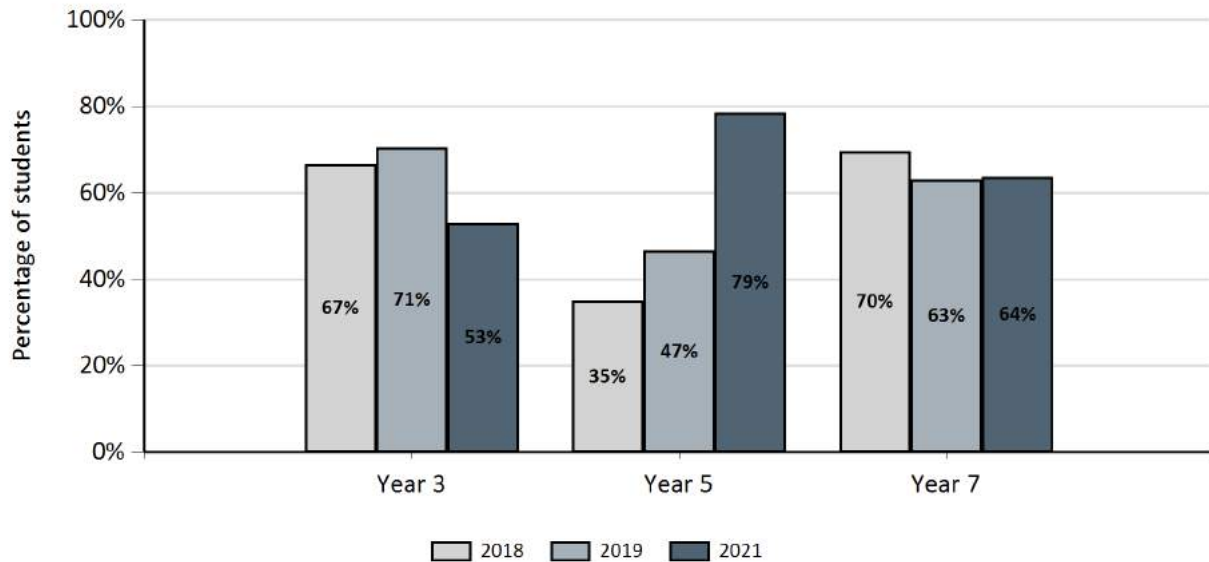


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	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	34	34	9	3	26%	9%
Year 3 2019-2021 Average	25.5	25.5	8.0	2.5	31%	10%
Year 5 2021	14	14	1	2	7%	14%
Year 5 2019-2021 Average	14.5	14.5	1.0	1.0	7%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

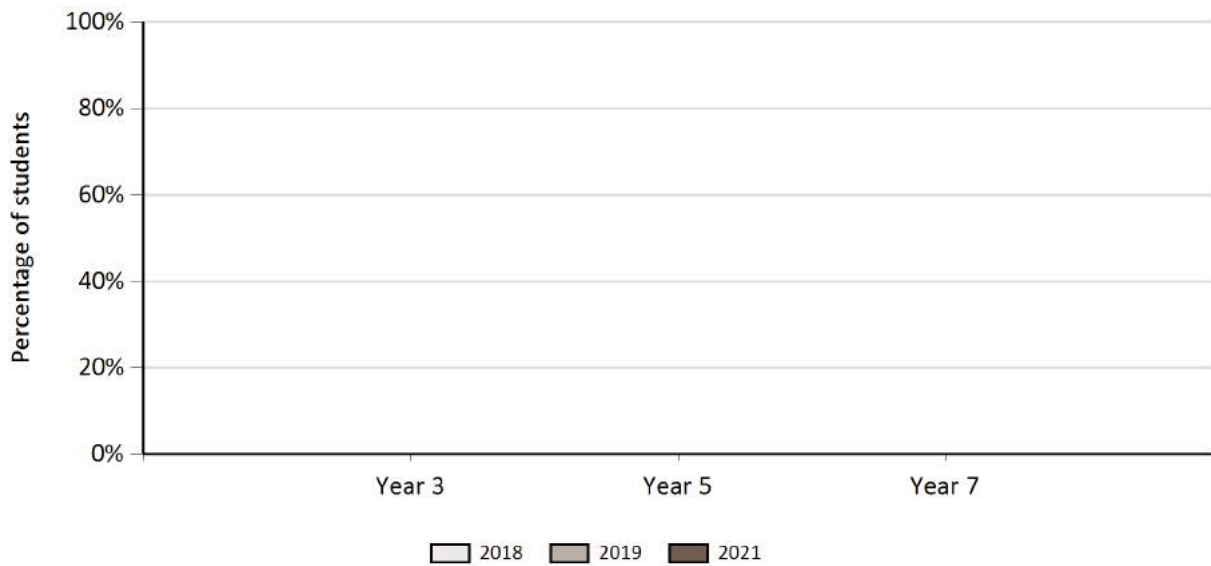
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



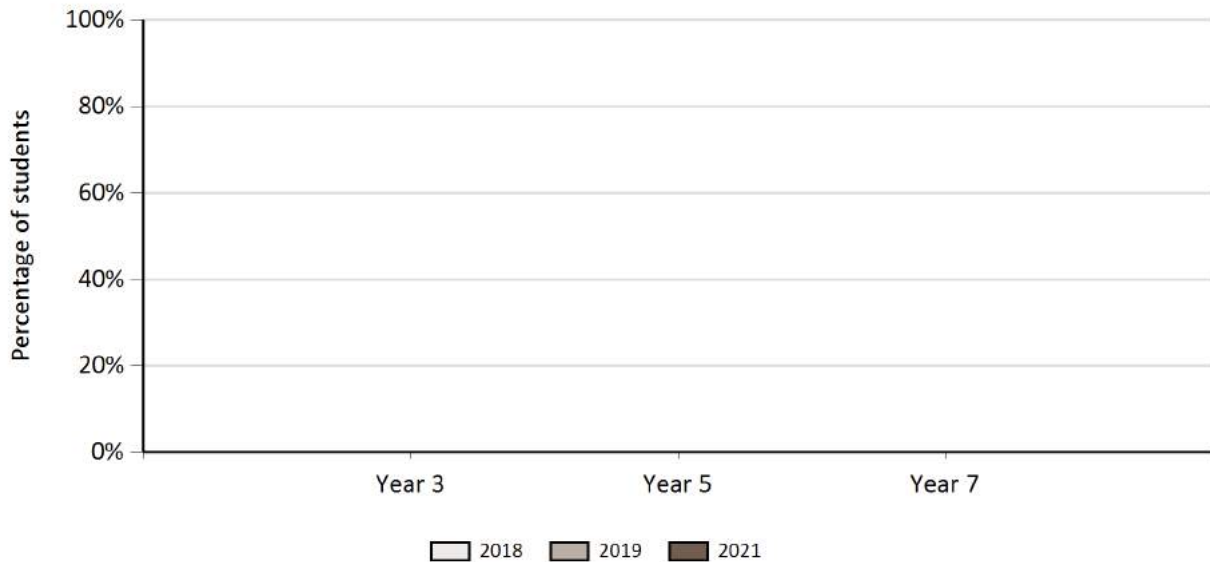
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal 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	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

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%.

Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*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:

At Evanston Gardens Primary School, engagement with Aboriginal perspectives 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 2021 there were 14 Aboriginal students enrolled, representing approximately 6.5% of enrolled students. In 2021 we focused 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 – 7/14 (50%) were at or above expected SEA for their year level. 2 students have learning plan goals due to disability and continue to progress towards these. 1 student was enrolled into a personalized off-site learning program and did not attend the site. The remaining 4 students have been identified for ongoing intervention support at wave 2 as they are sitting 'just below' the expected SEA for their year level and developmental stage.

Increased engagement with data and goals for Aboriginal students raised the profile of tracking and monitoring these learners. Sharing with parents was impacted by COVID, this will be a focus in future planning.

School performance comment

In 2021 NAPLAN data showed an increase in some cohorts of students achieving SEA in reading - 71% in year 5 (increase of 4%) and 73% in year 7 (increase of 15%). Reading achievement in year 3 remained the same at 59%. We continue to focus our Site Improvement Plan on early years reading achievement to ensure more students are at SEA early in their schooling to reduce the amount of intervention required in later grades.

In PAT-R, 60% of year 3 students (16/30) were at SEA, 48% of year 4 (14/29), 64% of year 5 (9/14), 71% of year 6 (15/21) and 63% of year 7 (7/11). Differences between cohort percentages when comparing the two assessments may be due to the style of questioning of each assessment, with NAPLAN often requiring higher order thinking 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 similarly at the time of testing (52% of year 1 students at benchmark) to the previous year. It is noted that some students did make high levels of growth, with the mean growth from term 1 to term 3 mandated testing at 9 points, the range being 0 (SWD) to 21. After re-testing in term 4, approximately 70% of students were at standard. A site priority continues to be staff adhering to testing schedules to determine efficacy.

In numeracy NAPLAN data, year 3 students at SEA decreased by 18% (53% at SEA), however year 5 increased substantially to 79% (32% increase). This is opposite to the general state trend of higher NAPLAN achievement in year 3 and a historical decline in data across state year 5 numeracy. Given that the year 3s who performed highly in 2019 are now year 5s in 2021, this cohort may consist of able learners. We are aware however of higher levels of transience at EGPS, often our year level cohorts consist of different students from year to year as students depart and enrol at the school. Year 7 numeracy achievement remained static, at 64% (1% increase).

In PAT-M we observed similar trends, in year 3, 50% (15/30) at SEA, year 4 51% (14/27), year 5 77% (14/18), year 6 61% (13/21), and year 7 45% (5/11).

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	2018	2019	2020	2021
Reception	91.7%	85.6%	88.9%	82.5%
Year 1	91.1%	91.3%	87.3%	87.5%
Year 2	89.6%	88.2%	83.9%	88.3%
Year 3	93.4%	87.9%	88.1%	84.1%
Year 4	90.7%	87.8%	86.3%	88.1%
Year 5	88.8%	88.6%	78.2%	89.5%
Year 6	85.0%	83.9%	91.9%	83.3%
Year 7	89.0%	86.3%	81.4%	91.1%
Total	90.1%	87.5%	85.8%	86.3%

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

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

Attendance comment

The overall attendance rate has decreased from 87% in 2020 to 86% in 2021. Our target is 90% or above.

- In 2021, 5 students attended on a part time program due to behaviour or medical reasons.
- In 2020 1.6% of absences were unexplained, in 2021 this decreased to 1.4%.

School attendance continues to be a daily site wide priority. Staff follow up with families on unexplained absences with support from the Wellbeing Leader. We work closely with department social workers in the Truancy team to monitor identified students and families who have poor attendance. The school, in conjunction with Social Work Truancy conduct home visits to support families of low attendance.

Behaviour support comment

We continued to implement the Friendly Schools program in 2021. We ensure consistent language and teaching regarding friendly and unfriendly behaviours. Activities are provided to engage students at break times, including dance, Japanese and sports. The PCW works with groups of students who require Wave 2 intervention on Social and Emotional Learning. There is a whole school agreement that interoception is used at least twice daily, students can also access 1:1 supported interoception breaks. This supports students to self-regulate their emotions.

From 2020-2021:

- take homes decreased from 74 to 39.
- suspensions decreased from 49 to 24.
- exclusions decreased from 4 to 0.

Parent opinion survey summary

75 parents responded to the 2021 parent survey. Generally responses were positive and overall showed an increase in satisfaction from previous years.

All parents indicated belief that Education is Important (100%). 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 (84%)
- Teachers and students are respectful (84%)
- I feel equipped to plan pathways for my child (76%)
- This school communicates effectively (75%)
- My child is important to this school (73%)

Items with lower agreement were:

- I receive learning tips to help my child (45% disagree)
- I have input into my child's learning (42% disagree)
- I receive useful feedback about my child's learning (38% disagree)
- My child has a good home learning routine (33% 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.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	17.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	23	79.3%
VI - LEFT SA FOR VIC	1	3.4%

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

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.

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 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	14.2	0.0	8.9
Persons	0	17	0	15

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

Financial statement

Funding Source	Amount
Grants: State	\$7,000
Grants: Commonwealth	\$4,600
Parent Contributions	\$77,444
Fund Raising	\$7,121
Other	\$6,127

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	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.	Decrease in behavior and bullying data.
	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 goals
	Inclusive Education Support Program	1:1 and small group support with SSOs aligned to One Plan goals are required and identified. Areas of development included social-emotional, behavior, academic and personal care skills.	Progress towards and achievement of individual goals as per one plan.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>IESP general grant small group intervention including speech and language programs for students in the junior primary, social and wellbeing skills groups.</p> <p>Targeted funding for literacy and numeracy support towards resources and programs including decodable readers, phonics and phonological awareness.</p> <p>Early years funding to support complexity and reduce class numbers.</p>	<p>Progress towards and achievement of individual goals as per one plan.</p> <p>Growth within year 1 phonics screening check, PASM and reading data.</p>
Program funding for all students	Australian Curriculum	Teaching materials, resources and programs across the Australian Curriculum. Participation in special programs including languages competition.	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

