



# Swallowcliffe School P-7 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Swallowcliffe School P-7 Number: 1062

Partnership: Peachey

Name of school principal:

Tonia Noble

Name of governing council chairperson:

Jason Miller

Date of endorsement:

13-02-2020

## School context and highlights

2019 saw further consolidation of our teaching and learning plans, in line with our new Education Departments compliant SIP. The school year also saw us fully enjoying a renovation free year, with the newly refurbished teaching and learning areas being well accessed and utilised to enhance delivery of teaching programs and maximise opportunities for children to have flexible learning spaces available to them.

### Common Community Agreements

In 2019 we continued to refine our whole school common practices in our ongoing endeavour to develop school culture and consistency. The need for simple language that could be used at all levels with the community, staff and students, led us to further enhance and refine the work we had been doing around our School Mission Statement and foundational Pillars of 'Strong Relationships, Positive and Growth Mindset, and High Achievement.' We introduced, with intention to fully launch in 2020 the Common Agreements of 'Be Safe, Work Hard, Be Kind'. These agreements were informed through our Berry Street Trauma Informed Education, learning experiences. Further work to embed the agreements will be led by the School Culture Development, Coordinator in 2020.

### Teaching and Learning programs/ Training and Development

We continued to develop the areas of Literacy, Numeracy and Wellbeing for Learning, identified in our SIP. Reflection on our targets showed that we made significant progress towards our goals, however we particularly underestimated the depth and pace of work we identified we required around The Big Ideas in Number. Our 2020 plans reflect the need to go deeper with this work over a longer period of time.

Phonological Awareness, continues to be an area for growth despite our concentrated focus over the last 4-5 years. We identified the need for more targeted Early Years intervention in the area of PA and so trialled the Heggerty program, with success. The program will be fully implemented across the Early Years in 2020.

As a whole staff we continued our focus on developing whole staff expertise in the area of Trauma and Special Needs based pedagogy. The Berry Street Education Model, Interoception and areas of Occupational Therapy continued to be our focus areas for training. We budgeted for and continued to engage an Occupational Therapy professional, who helped us to access our Interoception grant money of \$30,000 to develop two OT stations for use in re-engaging children and keeping them engaged in learning.

## Governing council report

The 2019 school year saw us welcome in a new and expanded Governing Council, with parent representation from all levels of schooling. The link between Governing Council and the schools volunteer, Parent group continues to be a strong one. As a Governing Council we endorsed a number of new policies and refined some existing policies, including;

Fundraising Policy  
 Parent Complaint/Grievance Policy  
 Behaviour Support Policy  
 Bullying framework/Policy  
 School Common Community Agreement, Pillars and Mission Statement framework.

Governing Council continued to support the financial expenditure of the school and as a result the school continues to be in a healthy position to realise our on-going budgeting plans. In 2019 with approval of Governing Council we;

Developed our 'Front Yard' play area, with nature play aspects and a swing to support our practices around providing children the opportunity to 're-set'.

Purchased a full set of 'loose parts' play equipment, which has been a huge success with children.

We set plans in motion to upgrade the staff and Preschool kitchens.

Academic results and sharing of teaching and learning programs and their benefits continued to be a focus of Governing Council in 2019 and we celebrated these achievements along the way, with encouragement from Governing Council members regarding the gains we have made as a school community and the future growth to come.

## Improvement planning - review and evaluate

We continued to refine and review our Performance Development processes in 2019, in-line with our newly implemented SIP. The PDP processes with staff, data review check points and the Teacher Executive structure continued to be key to self review and evaluation of our collective progress. We used step 5 of the SIP and Accountability template/tools, in-line with Departmental compliance to support us in our self review for 2019.

Review processes identified continued work in the areas of Numeracy, Literacy and Optimising Learner Growth.

### Numeracy

Progress - We made significant progress in the base work identified around The Big Ideas in Number - Trusting the Count. (subitising). All children were assessed to identify a base line around this area at the end of 2018. After training with Teachers and SSO staff to identify the waves of support for children in this area, we re-assessed all children at the end of 2019. The data collected identified some growth, with 46% of students assessed demonstrating improvement. However it identified that a continued 'narrow and deep' focus was required to progress children's Numeracy skills further. Continued engagement in LDAM strategies and agenda.

Next Steps - Deeper focus around The Big Ideas in Number, building on the Trusting the Count work and moving into Place Value. Refined, targeted intervention around Trusting the Count at the waves 2 and 3 levels.

### Literacy

Progress- NAPLAN results did not back up the A-E results in writing. We identified through teacher self review that there are still gaps in teacher understanding and delivery of the 7 Steps to writing. Reading Results, especially for children who have received Wave 2 and 3 intervention, continue to show significant growth for many children, however phonological awareness assessment of the younger years is an ongoing area of concern and requires further strategies to support children who are commencing school with significant developmental gaps.

Next Steps - deeper focus around 7 Steps, using literacy progressions and modeling of teaching of grammar through extended texts, linked to 7 Steps. Development of a P-7 Scope and Sequence for 7 Steps. Further development of Waves, 1, 2 and 3 supports in Phonological Awareness with advice and leadership from Early Years Senior Leader and Literacy Guarantee Unit, coach.

### Wellbeing for Learning

Progress - completed 2 days of 4 Berry Street Education Model training, with further 2 to be completed in week 0, 2020. Development of Core common agreements around strategies, through Teacher Executive and development of Common Language through Common Community Agreements - Be Safe, Be Kind, Work Hard.

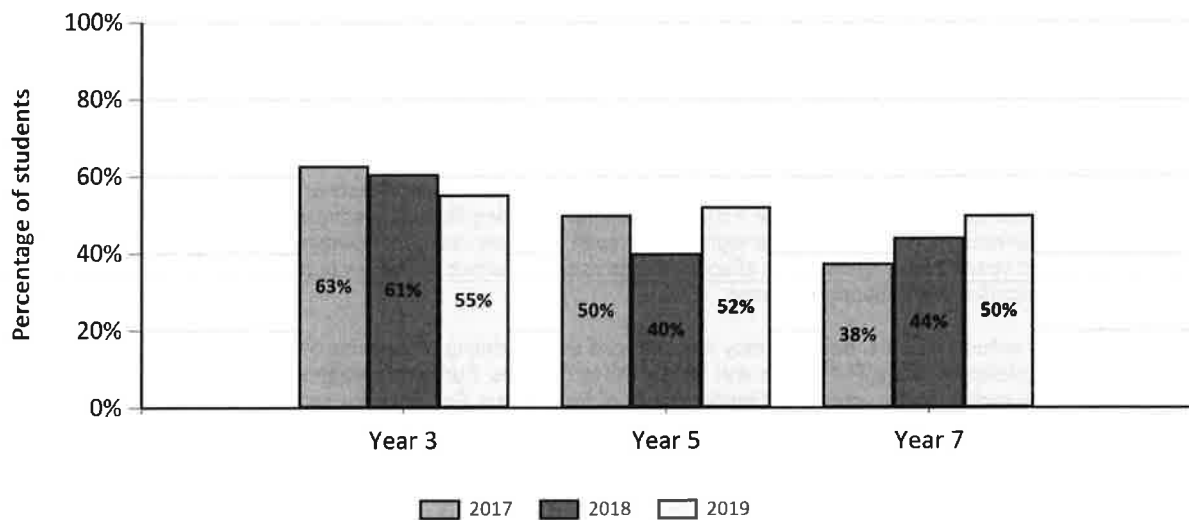
Next Steps - further refine and embed the new Common Agreements and Language. Delve deeper into Authentic Student voice through focus on LDAM strategies, Bump it up Walls and explicit feedback and extension of Learning Tasks.

## 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.

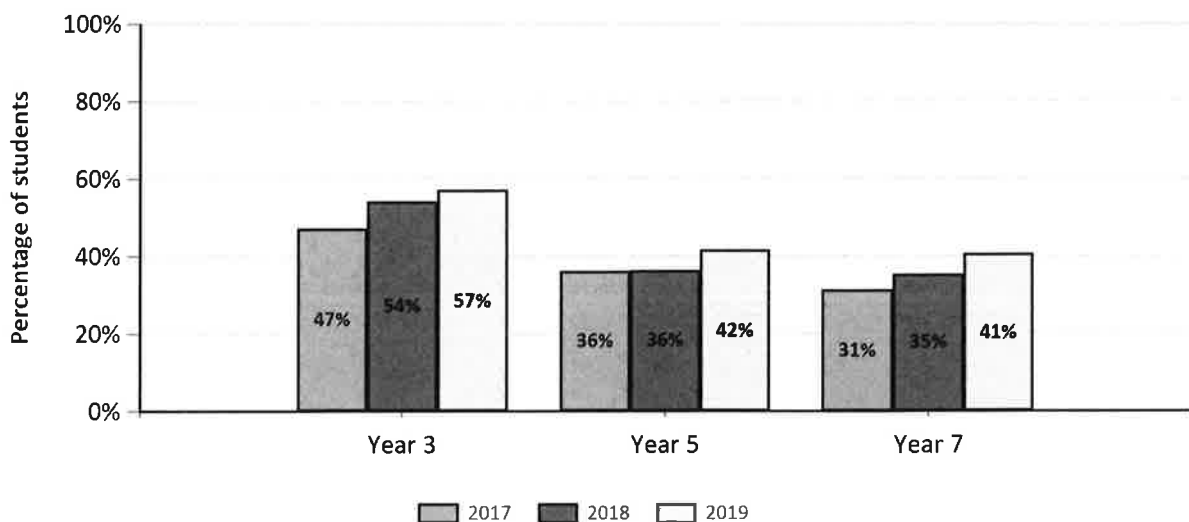
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

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## NAPLAN progress

The data below represents the growth of students from 2017 to 2019 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	18%	10%	25%
Middle progress group	47%	48%	50%
Lower progress group	35%	43%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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	19%	5%	25%
Middle progress group	47%	71%	50%
Lower progress group	34%	24%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

## NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	56	56	6	5	11%	9%
Year 3 2017-19 average	56.0	56.0	10.3	3.7	18%	7%
Year 5 2019	48	48	4	2	8%	4%
Year 5 2017-19 average	46.3	46.3	5.3	2.0	12%	4%
Year 7 2019	32	32	5	1	16%	3%
Year 7 2017-19 average	32.7	32.7	2.0	0.7	6%	2%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<sup>^</sup>includes absent and withdrawn students.

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

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

## School performance comment

### Literacy

Progress- NAPLAN results did not back up the A-E results in writing. We identified through teacher self review that there are still gaps in teacher understanding and delivery of the 7 Steps to writing. Reading Results, especially for children who have received Wave 2 and 3 intervention, continue to show significant growth for many children, however phonological awareness assessment of the younger years is an ongoing area of concern and requires further strategies to support children who are commencing school with significant developmental gaps.

NAPLAN results in writing continue to be of concern, despite reasonably consistent results in year 3 and a spike in results for year 5 in 2019. Teacher analysis of NAPLAN writing samples showed the editorial aspects of writing need to be a focus alongside the authorial aspects of writing.

NAPLAN results in Year 3 reading showed a slight decrease in the number of students achieving SEA, against the previous upwards trend. We will continue to expand Wave 3 intervention to support identified students in 2020. The 2019, Year 5 and 7 data indicated an improvement in the number of students reaching SEA. The ongoing upward trend of the year 7 results is likely indicative of the site focus on Wave 1-3 supports. over time.

We expanded our student intervention model extensively in 2019. Over 100+ students were involved in Phonological Awareness Intervention, Speech programs and Mini and MacqLit. SSO staff were timetabled specifically to lead MiniLit and MacqLit groups, with an extra afternoon group added later in the year to meet the needs of students arriving at school late.

### Numeracy

In 2019:

57% of Year 3 students reached SEA

42% of Year 5 students reached SEA

41% of Year 7 students reached SEA

The results show a continued upwards trend from 2013-2019, for years 3 and 5. Year 7 results have shown increased improvement following a dip in 2015.

## Attendance

Year level	2016	2017	2018	2019
Reception	84.9%	86.0%	83.9%	84.9%
Year 1	88.9%	86.1%	84.7%	82.3%
Year 2	86.1%	90.1%	88.7%	85.9%
Year 3	85.3%	89.7%	91.3%	88.3%
Year 4	82.4%	86.6%	87.5%	86.9%
Year 5	84.8%	81.0%	85.8%	84.9%
Year 6	81.6%	86.0%	75.4%	85.6%
Year 7	82.4%	84.6%	86.8%	74.3%
Primary other	81.2%	86.8%	84.1%	81.0%
Total	84.7%	86.7%	85.8%	84.4%

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

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

## Attendance comment

There are strong processes in place for monitoring attendance, through leadership of the SW Leader. The attendance program, Academy is used P-7 and daily records are kept regarding attendance and follow up. Incidents of Chronic attendance are monitored and home visits conducted, or additional strategies employed where necessary, including engagement of the schools ATSI team, Departmental personal (weekly meetings with SW Leader) and regular teacher follow up and consultation. Attendance percentages, while below Departmental targets, remain within the stable range, despite cohort transience.

## Behaviour support comment

Budgeting and training and development initiatives have continued to be implemented against our SIP with priorities around; Developing trauma informed expertise of staff, developing supportive Occupational Therapy, Interoception and Re-engagement strategies, for all children, particularly with high numbers of students identified with Autism Spectrum Disorders. While over all intervention of behaviours, as measured by EDSAS, do not typically reflect the success of the intervention supports in place, for individuals, over time the strategies have proven to increase engagement and lower the frequency, duration and intensity of dis-regulated episodes for individuals.

## Client opinion summary

DECD Parent Opinion Survey 2019 - Preschool (40 responses)

### Quality of Teaching and Learning

1. I think my child receives high quality teaching at this preschool - agree-strongly agree 93%
2. My child's teachers know what my child can do and what he/she needs to learn - agree-strongly agree 96%
3. The preschool has the expectation that children will learn - agree-strongly agree 95%
4. Teachers are enthusiastic in their teaching - agree-strongly agree 98%
5. I am satisfied with the learning programs offered at my child's preschool- agree- strongly agree 93%
6. My child's teachers clearly inform me about the learning program - agree- strongly agree 93%
7. My child's teachers make learning interesting and enjoyable - agree- strongly agree 96%
8. Teachers at this preschool really want to help my child learn - agree - strongly agree 96%
9. The preschool has an excellent learning environment - agree - strongly agree 95%

### SUPPORT OF LEARNING

1. My child is motivated to learn at this preschool agree - strongly agree 90%
2. My child's teachers provide help and support when it is needed - agree - strongly agree 100%
3. My child has access to quality materials and resources that help him/her learn - agree - strongly agree 95%
4. My child is happy at this preschool this year - agree - strongly agree 91%
5. My child would receive support for any special needs he/she had - agree - strongly agree 97%
6. The preschool changes its programs and activities to improve student achievement- agree - strongly agree 97%
7. Children know how they are expected to behave at preschool - agree - strongly agree 93%
8. Teachers at this preschool treat my child fairly - agree - strongly agree 98%
9. This preschool provides a safe and secure environment - agree - strongly agree 95%
10. Children have enough materials and resources for their learning - agree - strongly agree 98%
11. This preschool has information available about other support agencies within the community - agree - strongly agree 90%
12. This preschool encourages children to have a sense of pride in their achievement - agree - strongly agree 97%



## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	13	10.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	1.5%
Transfer to SA Govt School	115	88.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019..

## Relevant history screening

All screenings are kept on file at the school and are closely monitored, with Departmental policies adhered to.

## 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	55
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	35.4	2.4	26.6
Persons	0	39	3	39

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	7725982.72
Grants: Commonwealth	350.00
Parent Contributions	112842.74
Fund Raising	0
Other	37758.06

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

## 2019 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 2019 funding was used to improve the Standard of Educational Achievement (SEA) outcomes
Targeted funding for individual students	Improved behaviour management and engagement	SW Leader appointed for 2nd tenure. Staffing of proactive strategies including Re-engagement room and Occupational Therapy break out spaces.
	Improved outcomes for students with an additional language or dialect	Teacher and specific SSO support staff employed and trained in Wave 2 and 3 interventions.
	Improved outcomes for students with disabilities	significant site based funding allocated to leadership, release and training of staff in this area. Successful funding allocated to children around a range of support strategies.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	Leadership appointed around Early Years and Aboriginal Students the nominated cohorts are mapped and targeted wave 2 and 3 support is provided where needed for individuals.
Program funding for all students	Australian Curriculum	Leadership, staff training and teacher release initiatives funded
Other discretionary funding	Aboriginal languages programs initiatives	site based, ongoing issues with engagement of external providers
	Better schools funding	targeted intervention, leadership and data collection funded through BS funding
	Specialist school reporting (as required)	N/A
	Improved outcomes for gifted students	students in upper bands are supported through wave 2 intervention, specialist support
	Primary school counsellor (if applicable)	Student Wellbeing Leader appointed for 2nd tenure

