



Swallowcliffe School P-6 and Swallowcliffe Preschool

2021 annual report to the community

Swallowcliffe School P-6 Number: 1062

Swallowcliffe Preschool Number: 1574

Partnership: Peachey

Signature

School principal:

Ms Tonia Noble

Governing council chair:

Jason Miller

Date of endorsement:

16 March 2022



Government
of South Australia
Department for Education

Context and highlights for the combined site

Swallowcliffe School P-7 is a Category 1, IoED, school in the northern suburbs of Adelaide. In 2021 we had 448 students in 25 classes. The student population includes approximately:

- 70.75% school card holders,
- 18.97% students with English as an Additional Dialect
- 44.20% students with disabilities and
- 13.62% Aboriginal students.

Despite interruptions at the beginning of the school year, related to COVID-19 and online learning we were able to maintain momentum across the course of the year around our goal of 'improvement in reading for every child'.

Our key strategies were around focused professional development for staff around the Science of Reading, implementation of InitialLit (R-2) Yrs 3-6 focus on vocabulary and in particular spelling and targeted small group and individual intervention to support reading acquisition.

InitialLit is an evidence based, whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers.

In years 3-6, we particularly focused on building children's field of knowledge and vocabulary and also the spelling of words through a 4 step approach (Lyn Stone) which included the etymology of words. A focus on fluency was also incorporated into our years 3-6 approach to improving the reading skills of all children,

Intervention was approached at the whole school level, but with close attention to the individual needs of students, particularly around reading. Each individual class's, achievement data saw grouping of children according to STOP light colour coding, to support decision making around children to priorities for interventions at the class, small group and individual levels.

Governing council report

Governing Council were very supportive of the strategies implemented to keep our community safe in regards to COVID-19. We continued for the entirety of 2021 to maintain the following safe practices;

on-line Assemblies

parent/ teacher greetings at outdoor line-up areas at the beginning and end of each day,

separate recess and lunchtime play times for primary and junior primary students to reduce the number of children/adults in the yard at any given time.

We continued our focus on maintaining and improving indoor and outdoor areas across the school and preschool. We established new garden beds at the end of building 4, to add on to our 2020 project to provide shade around our primary playground. We installed 3, large circular garden beds, with established trees and seating capacity for children to enjoy sitting outside in a shaded location. We have plans to slowly expand the landscaping of the school each year, budget permitting. Parents have also enjoyed using these new shady seating areas at drop off and pick up times.

We used the additional improvement and maintenance funding provided by the education Department (\$70,000 school, \$30,000 Preschool), to supplement school budget funding to make the following improvements;

school landscaping

Block 3 x 2 classes - tiling and cabinetry to upgrade wet areas.

Preschool kitchen upgrade.

shade structure - preschool playground.

School quality improvement planning

Are we on track/not on track to achieve our goals? To improve student growth in Reading Yr R-7
2019- To increase by 10% the number of students in Year 1 achieving SEA in the Phonic Screening Test, as compared to 2018. Increase - 12% from 9%, 7% below target
2020- To increase by 10% of students in year 1 achieving SEA in the Phonics Screening Test, as compared to 2019. Increase – 30% from 12%, 18% above target
To increase the number of students Yr 3-6, reaching RR and Fountas and Pinnell benchmarks, as compared to 2019.
2021 - To increase by 10% of students in year 1 achieving SEA in the Phonics Screening Test, as compared to 2020. Increase – 34.9% from 30%, 5.9% below target
To increase the number of students Yr 3-6, reaching RR and Fountas and Pinnell benchmarks and increase the number of students Yr 3-6 reaching PAT R benchmark, as compared to 2020. These results have not all been received/collated yet. Results in NAPLAN show an increase 53% from 52%

Phonics screening data
Heggerty 2019-2021 has continued to have a positive impact on the teaching/learning of PA skills.
Our InitialLit teaching is showing accelerated growth around student achievement as assessed through the programs progress data, however the teaching sequence and programs used eg Foundation with Year 1's was out of sync with the skills assessed in the Phonics Screening Assessment. We expect to see a proportionate growth in year 1's achieving SEA against the PA screener in 2022 when the Year 1's are being taught using InitialLit 1.

NAPLAN SEA in Reading
We have undertaken significant professional development around the science of reading. PD that has impact includes Lyn Stones (LGU) and the Literacy summit, Van Cleave and Bill Hansberry. Our professional development has seen us move along Scarborough's rope/Big 6 with a deeper focus around spelling and vocabulary in the Primary Years. Heggerty is used – waves 1 & 2 across the school with children that need additional PA support. Small group Intervention around targeted literacy skills has been increasingly refined across the year with consistently positive results. SSO staff have received targeted training to facilitate small group interventions. We are yet to refine a consistent Statement of Practice re literacy blocks and the teaching of reading.

NAPLAN HB in Reading
We have a strong school focus on Transforming Tasks. We have also had a strong focus on vocabulary development of all students in 2021. EALD teacher has taken targeted HB intervention groups.
What have we learnt? Statement of Practice - If we develop teacher knowledge, skills and understanding R-7 of 'The Simple View of Reading', students will be able to decode, read with fluency and comprehend, resulting in increased student achievement in reading. We are on track with our plans. PD has been narrow, deep and intentional. We are confident of further tightening and refining of collective practice in the teaching of Reading in 2022, as we continue to develop teacher knowledge, skills, and experience.

Our Step 4 documentation identifies the actions with the biggest impact on student learning were: Coordinators to support in leading the work. Quality of professional development. Teacher observations and coaching. The implementation of InitialLit.

We know these had impact because: InitialLit progress data. JP students verbalising meta language associated with teaching through InitialLit. Teacher efficacy. Ongoing positive trend of data – see effect size, reading data obtained through Markit. Increasingly complex vocabulary used in writing.

Preschool quality improvement planning

School data from Swallowcliffe P-6 indicates that phonological awareness skills and vocabulary skills are a priority for improvement. 34.9% of year 1 students reached benchmark for the phonics screening check. 51% of students that received intervention through the Initialit program reached phonics screening check benchmark.

There have been a lot of staff changes during 2021, this has meant that many staff have not received the same training as others. Data collected by Linda indicates that new staff did not respond to children in consistent ways. Our data indicates some growth around goal 1- promoting children's vocabulary, phonological awareness skills and print awareness. We believe this goal should continue into 2022 and be refined through new strategies to support the consistent implementation by all staff.

What are we seeing in the data?
Our data indicates that we are beginning to see improvements in children's phonological awareness skills based on PASM testing completed in term 2 and 3. We have especially seen growth in the areas of rhyme and syllabification.

Why are we seeing what we are seeing?
Growth in PASM data indicates that some of the strategies/actions implemented have increased growth. Actions that have supported growth include Susan's PA targeted small groups, additional speech & language sessions and PA focus at large group book based experiences run by teachers.

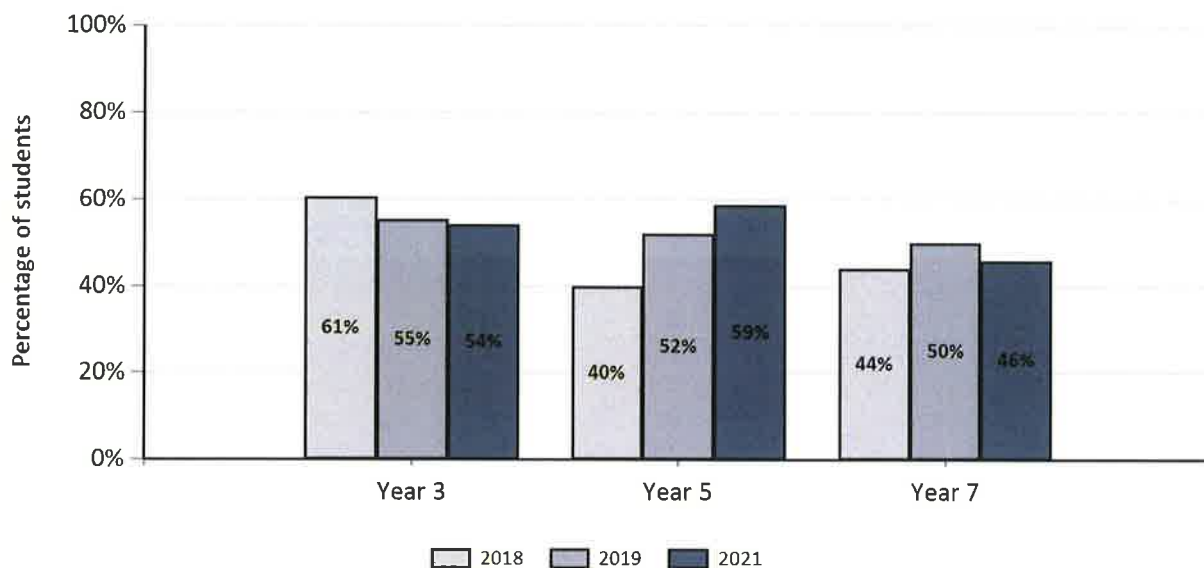
What if anything should we be doing about it?
If we continue to implement the current actions in addition to new targeted actions will we see an increase in growth over time. In order to do this successfully consistent staffing and training of staff is required to ensure a consistent targeted approach.

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

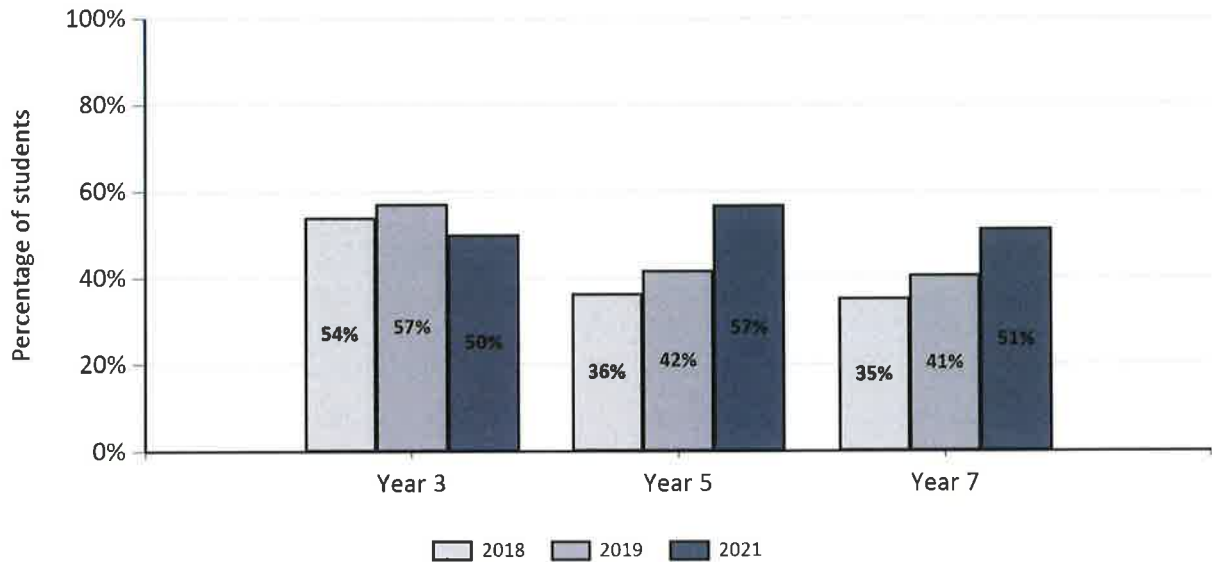


*NOTE: No NAPLAN testing was conducted in 2020.

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	37%	43%	33%
Middle progress group	37%	32%	48%
Lower progress group	26%	25%	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	32%	37%	33%
Middle progress group	42%	48%	48%
Lower progress group	26%	*	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	48	48	10	3	21%	6%
Year 3 2019-2021 Average	52.0	52.0	8.0	4.0	15%	8%
Year 5 2021	51	51	6	2	12%	4%
Year 5 2019-2021 Average	49.5	49.5	5.0	2.0	10%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

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

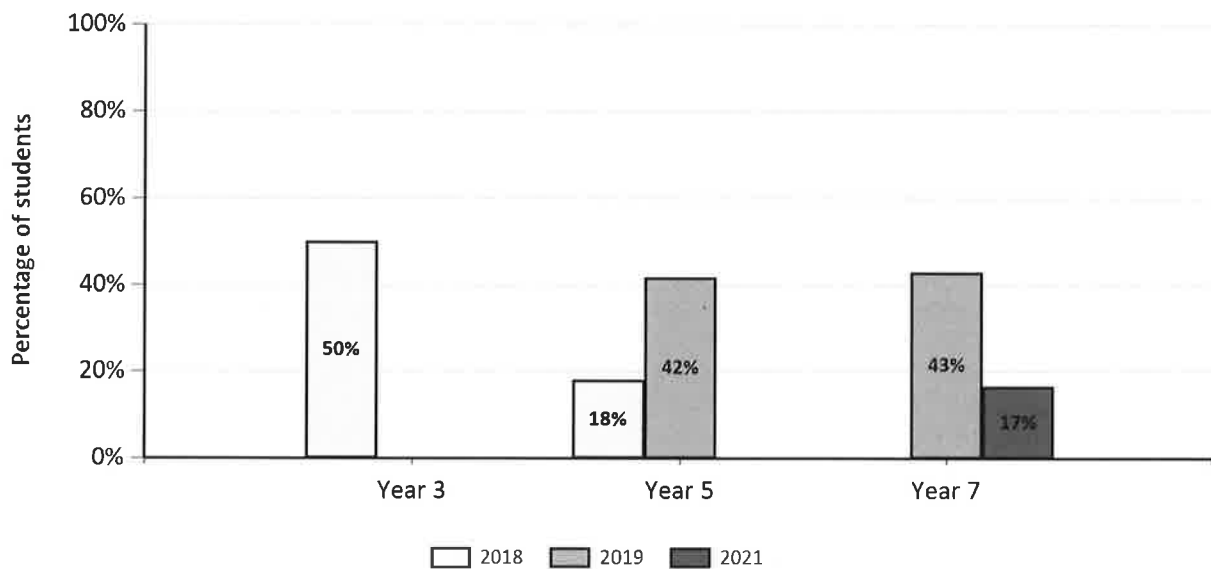
[^]includes absent and withdrawn students.

*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



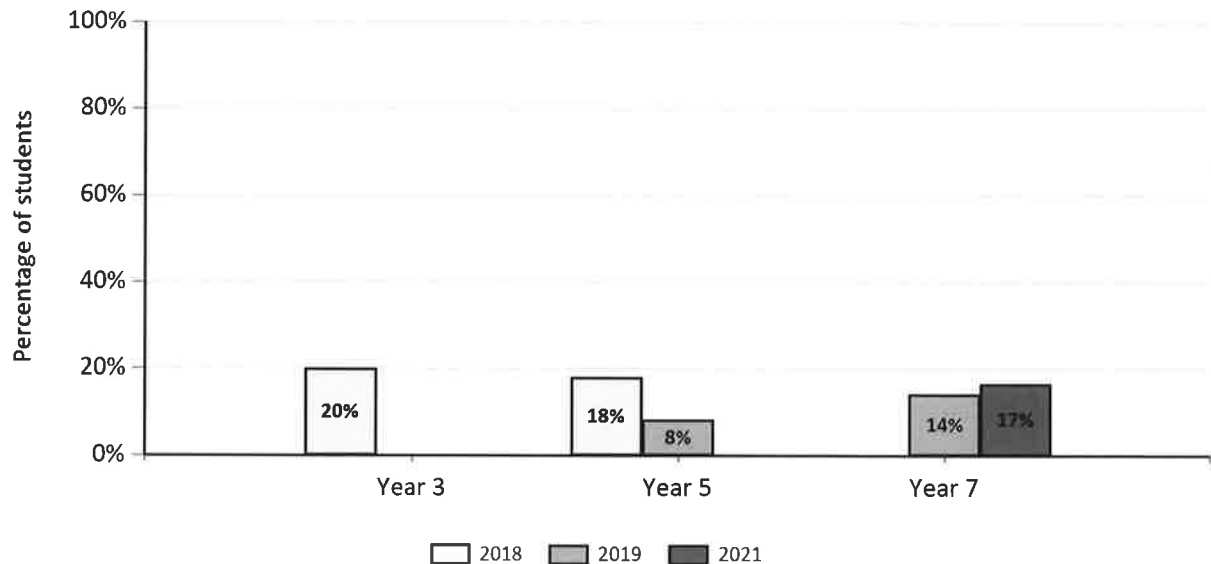
*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

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	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

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	7.0	7.0	0.5	0.0	7%	0%

*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: Data Informed Planning

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

Mapping of children according to their needs. 60% of enrolments in our site based intervention class were ATSI. PAT & NAPLAN data was used to identify the remaining ATSI cohort for additional wave 2 & 3 interventions around reading.

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

Children who received additional interventions using Heggerty (a phonemic awareness/phonological awareness daily program) increased their skills from 10-50%

School performance comment

Are we on track/not on track to achieve our goals? To improve student growth in Reading Yr R-7

2019- To increase by 10% the number of students in Year 1 achieving SEA in the Phonic Screening Test, as compared to 2018. Increase - 12% from 9%, 7% below target

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To increase the number of students Yr 3-6, reaching RR and Fountas and Pinnell benchmarks, as compared to 2019.

2021 - To increase by 10% of students in year 1 achieving SEA in the Phonics Screening Test, as compared to 2020. Increase – 34.9% from 30%, 5.9% below target

To increase the number of students Yr 3-6, reaching RR and Fountas and Pinnell benchmarks and increase the number of students Yr 3-6 reaching PAT R benchmark, as compared to 2020. As part of our review process we identified the inherent challenges in measuring this target and our 2022 targets are reflective of this.

while we have experienced growth in reading we understand that the strategies we have put into place may take sometime to become truly embedded and for children to 'catch up', given the needs identified in the Preschool. At the end of 2021 we developed comprehensive strategies to support us to expand and deepen our practice around reading and to see further growth in students reading achievement through our Site Improvement Plan. Our new targets are far more refined and take into consideration our deepened knowledge around where individual children are at.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	88.3%	85.5%	80.9%	81.4%
2019 centre	89.3%	84.8%	81.3%	82.9%
2020 centre	91.1%		86.5%	83.6%
2021 centre	76.2%	80.3%	84.8%	85%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2018	2019	2020	2021
Reception	83.9%	84.9%	83.9%	86.4%
Year 1	84.7%	82.3%	84.0%	88.3%
Year 2	88.7%	85.9%	83.6%	87.7%
Year 3	91.3%	88.3%	80.8%	86.3%
Year 4	87.5%	86.9%	84.4%	80.6%
Year 5	85.8%	84.9%	81.5%	87.0%
Year 6	75.4%	85.6%	80.1%	84.1%
Year 7	86.8%	74.3%	83.4%	82.7%
Primary Other	84.1%	81.0%	80.9%	79.9%
Total	85.8%	84.4%	82.8%	85.3%

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

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

Attendance comment

While our total attendance percentage remains below the state average, it has remained stable 2018-2021, with an increase in reception attendance in 2021.

The implications of remote learning, as a result of COVID-19 in 2021, were well mitigated by the school, with comprehensive record keeping and communication with families. Most class teachers continued to use on-line platforms to communicate with families and keep children connected to school during periods of absence.

Attendance follow up by the Student Wellbeing Leader and the ATSI team continued to be high-priority, with connections made with outside agencies for chronic non-attenders, through a case management approach.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	89	86	88	89
2019	85	90	90	89
2020	89	N/A	89	91
2021	74	82	85	87

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
 Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
 Term 2 2020 data may not be available for all preschools.

Behaviour support comment

The school continues to invest in a proactive approach to supporting children to positively engage in learning. A room for Re-engagement and occupational therapy (Green Room) were both staffed, with timetabled OT and scheduled breaks for identified students. The school funded a Learning Readiness teacher, with junior primary focus, with a positive correlation between student engagement and achievement results for the targeted children who received support. Teaching staff reviewed the Behaviour Code, inline with the schools behaviour policy, with the code to be completed and ratified in 2022.

Parent opinion survey summary

PARENT SURVEY - School

85 responses compared to 77 in 2020

Areas of strength

- Education is important
- Teachers and students are respectful
- Has good home learning routines
- The school communicates effectively with me

Areas of Challenge

- People are respectful
- Has input into learning
- Receives learning tips
- I would like more help with my child's learning

Ideas for addressing the areas of challenge? -Newsletter – 'this week what we will be doing about feedback'

PERCEPTION DATA - Preschool

- Parent information and feedback upon enrolment indicates that families have concerns around children's speech and language.
- 2021 parent surveys indicated that families have seen significant growth in speech and language and phonological awareness skills especially around rhyme and syllables.
- PASM data indicates that children have grown in their understanding of syllables and rhyme and are beginning to recognise initial sounds.
- Educators often observe children playing/singing games involving rhyme and syllables such as clapping their friends names using instruments to tap out words/names etc.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
8423 - Hope Christian College	2.0%	6.6%	3.5%	5.0%
8033 - St Columba College	0.0%	1.3%	3.5%	5.0%
1062 - Swallowcliffe School P-6	93.0%	88.2%	86.0%	78.3%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	6.8%
NS - LEFT SA FOR NSW	5	4.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	98	83.8%
U - UNKNOWN	4	3.4%
VI - LEFT SA FOR VIC	1	0.9%
WA - LEFT SA FOR WA	1	0.9%

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.

Destination comment

There is an increasing trend for children from families who identify as speaking additional language or dialects, who attend our preschool to enrol in non-government schools. There was an 8% increase in enrolments to Non-Government schools between 2020 -2021. The school enrolments and transfers to continue to be fairly consistent, with transfers mostly based around housing.

Relevant history screening

The school follows Department protocol regarding history screening for all adults who work or volunteer at the site.

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	56
Post Graduate Qualifications	6

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	38.2	1.7	25.2
Persons	0	44	2	35

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

Financial statement

Funding Source	Amount
Grants: State	\$8,188,818
Grants: Commonwealth	\$2,900
Parent Contributions	\$115,248
Fund Raising	\$0
Other	\$58,614

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
	Improved wellbeing and engagement	\$142,075.00 1.0 FTE Wellbeing Co-ordinator	Behaviour, attendance, parent communication and ATSI support
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	\$74,792.67 .6 EALD Teacher Khmer BSSO employed 3 hours per week	children are support through a tiered approach.
Targeted funding for groups of students	Inclusive Education Support Program	\$1,817,788.08 SSO's to work one on one with category 5 & above students. .6FTE Teacher Vincent Storay 3 Special classes with full time SSO support Re-engagement room sso, intervention groups, Upper/middle/EY class suppo.	comprehensive support tailored to children, tiered approach
	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	\$1,369,825.52 50hrs ACEO. 3 site funded special classes to reduce class sizes 18hrs HPI4 Reception - Yr 3 10 classes Classroom SSO's to support minilit & initialit Co-ordinator release .2FTE	Explicit literacy program, teacher professional development and mentoring
Program funding for all students	Australian Curriculum	\$23,817.00 Initialit, PreLit, NAP/PAT Tracker & Markit	inline with SIP focus on reading and take up of new curriculum units
	Aboriginal languages programs Initiatives	comprehensive professional development and explicit reading programs R-7	positive individual reading progress with anticipation of further growth in 2022
	Better schools funding	\$243,700.00 Increased leadership/no teaching load	defined roles and responsibilities with weighted focus on teaching and learning
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	extension of learners in high-bands	maintenance of children in high bands

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	\$8448.11 Orbis training, Portfolio day PreLit Phonological Awareness Heggerty	strong focus on developing instructional leadership/explicit teaching of reading
Inclusive Education Support Program	\$100,767.00 SSO's employed to work one on one with students, speech etc	significant progress in children meeting individual goals
Improved outcomes for non-English speaking children who received bilingual support	employment of 1.0 teacher to support teacher coaching-writing and individual student support, lower and upper bands	significant progress of this cohort.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.