



Elizabeth East Primary School

2020 annual report to the community

Elizabeth East Primary School Number: 943

Partnership: Elizabeth

Signature

School principal:

Mr Matthew Delany

Governing council chair:

Nicole McNeil

Date of endorsement:

9 February 2021



Government
of South Australia
Department for Education

Context and highlights

Enrolments have slightly reduced with 230 students enrolling in 2020.

Upgraded Information Technology (IT) facilities have seen improvement in the use of IT by students and the integration of IT across the curriculum. This improvement includes the installation and increased effective use of interactive whiteboards, as well as computers, laptops and iPads across the school.

Recent improvements to school grounds and facilities include painting of all internal walls, new carpet through the office areas and upgrading of ovens for our kitchen garden program.

Encouraging positive and safe behaviour is a focus for EEPS, with a yard card system being used to withdraw students from the yard who behave in unsafe ways. Inside play activities are provided each play period as an alternative option for these students. SSO support is also deployed to increase yard supervision for students with high behaviour needs.

Students who display continuous and high levels of disruptive/aggressive behaviour are individually case-managed to assist them to make good choices in their behaviour as well as in their educational progress. The extra resources and support afforded to these students also assists to minimise their interference with the education and well-being of their peers.

The Stephanie Alexander Kitchen Garden Project continues to be a positive activity for students. Classes continue to grow, prepare and eat the produce they harvest. Students eat at a formal table setting and share the responsibilities around clean up and organisation.

Visual arts has continued in 2020 R to 7 with excellent results.

Music has been available to all EEPS students since 2019, with Instrumental music, Choir, Musica Viva and specialist guitar lessons on offer.

Every student had the chance to gain expert tennis tuition. This is a joint program between Elizabeth East Primary and the Playford council. We would like to acknowledge their contribution to this program.

Read, Write Inc continued in 2020 for all students at EEPS. This program was very well received and has increased letter knowledge and sound comprehension for all students involved.

Governing council report

Discussions this year have related to funding for Elizabeth East Primary school to improve the structural aspects of the school both internally and externally. This includes the upgrading our Junior and Upper Junior playgrounds. Letter was sent to Education Minister in regards to much needed repairs. We look forward to working with state office and the minister about the changes our school needs. Our front office admin position was filled mid year and the canteen manager position was filled mid December. The canteen position will start Term 1 2021. COVID-19 had a detrimental effect on many events, but the teachers, students and leadership of the school worked exceptionally hard to make school life as normal as possible. We had sewerage and storm water pipes replaced in July 2020 which was very much needed. Finance and budgets reports discussed and moved at each meeting ensuring the council were fully aware of the school financial position. We as a Governing council approved for our Business Manager to send remaining outstanding accounts to a Debt Collector earlier than normal which we hope will help gain the necessary funding. Student behaviour was discussed and council were informed about changes go available activities at lunch and recess. A school uniform special was introduced to encourage families to purchase at a reduced price so all students are dressed the same clothing and can be recognised as students from our school. All in all a very challenging year but we as a school got through it.

Quality improvement planning

Continue to collaboratively engage in developing and implementing teaching and learning practices that include high expectations of student achievement and student behaviour. A review and evaluation of our assessment regime to was conducted to ensure evidence based intentional teaching for all students. A new agreement around assessment tasks and timeliness was established to support workload and student outcomes. We will continue to establish and monitor classroom procedures to maximise learning, to develop explicit and targeted stretch goals, and provide safe conditions for rigorous learning.

2. A whole-school practice of diagnostically analysing student data sets to provide effective teaching strategies for individual student needs was maintained. This will be the ongoing development of Negotiated Education Plans (NEPs) and one plans. Training and development from the Learning Improvement Division (LID) consistently applied to the literacy focus to ensure all staff maintained their focused on reading and oral language. In addition, processes were formed to effectively engage School Services Officers (SSOs) in learning processes. This is still being refined.

3. Building a whole-school culture of respectful relationships, accountability and cooperative responsibility has been a focus. The Berry Street Model was maintained to ensure the focus remains on our trauma informed practices. Class based programs will incorporate the Berry Street Model to support the emotional needs of students while engaging them in curriculum based strategies. We will prioritise trauma-informed practices, ensuring all students are ready to learn, and have focus plans to help them build self-regulation skills.

4. The Literacy Practices document has been embedded across the school to ensure a collective understanding including a self-review cycle. Improvements in Literacy for all students was supported through Professional Development for all staff being supported with their Read Write Inc sessions and the employment of a literacy coordinator to maintain support for the program. This literacy coordinator position has a zero teaching component to ensure a focused approach on teacher development.

5. Wellbeing has been a focus across the school with extra activities being deployed during breaks. This has seen a reduction in yard incidences and a more engaged student body. SRC has been initiated and students are learning the skill of leadership and school pride through the SRC program.

Improvement: Aboriginal learners

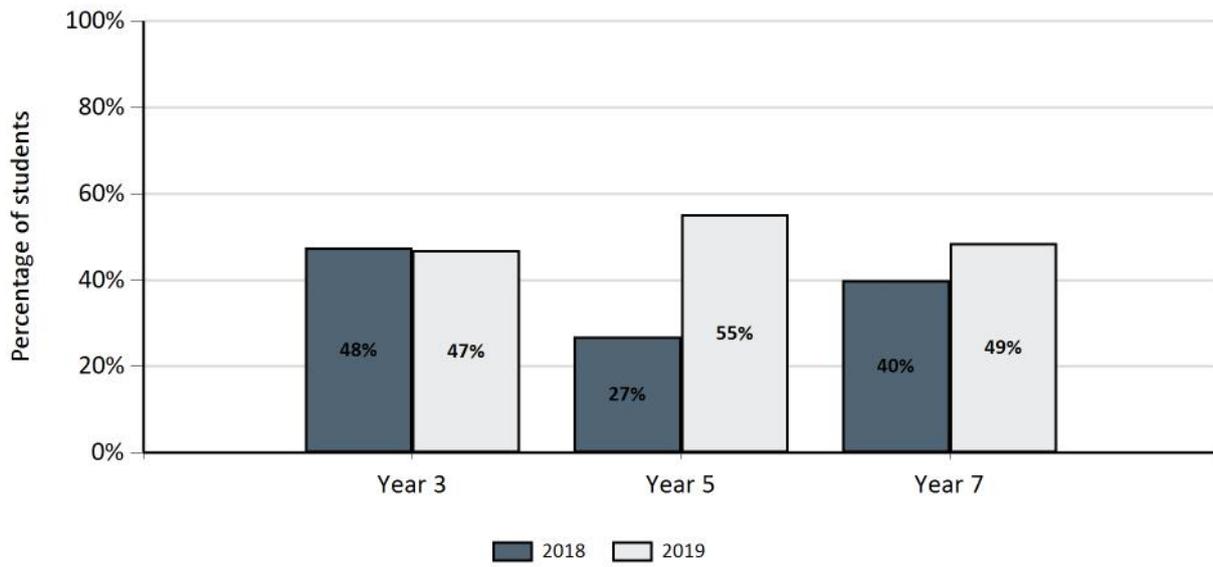
In 2020 Elizabeth East Primary School received APAS (Aboriginal Program Assistance Scheme) Funding for 10 students from Year 1 to Year 4. This funding was used to employ an SSO to work one on one with identified students to improve their reading. An individual goal was identified for each student in collaboration with the Literacy Coordinator and targeted activities were run by the SSO in line with the schools synthetic phonics program, Read Write Inc. Students who attended the program showed group improvement between each Read Write Inc assessment of 1 level or more, which is an indicator of success for the program.

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

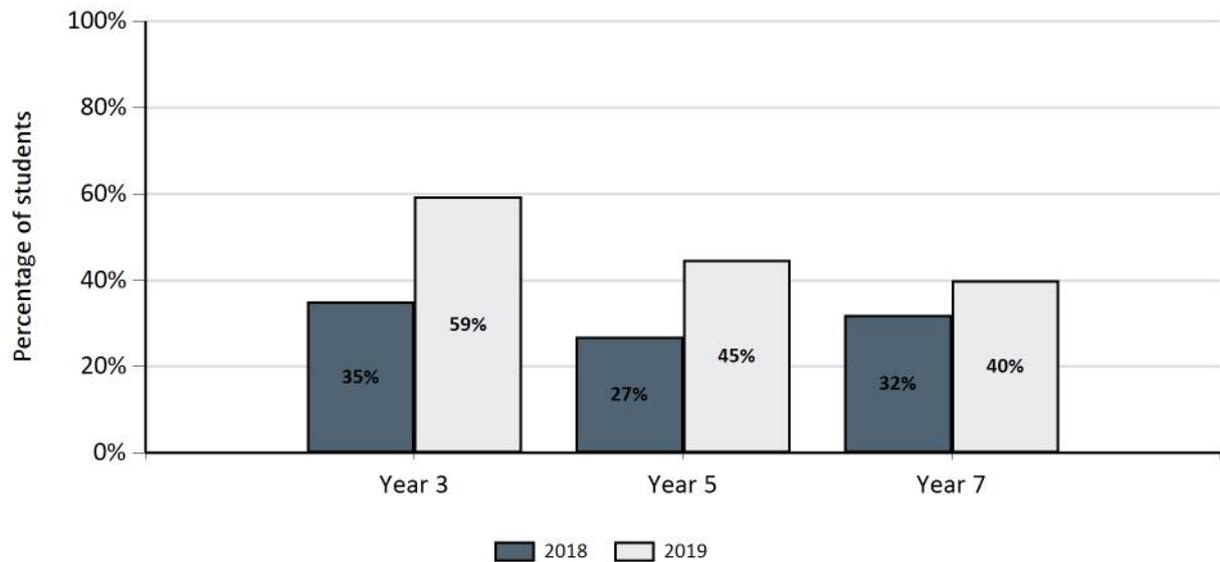


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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	21%	29%	25%
Middle progress group	52%	50%	50%
Lower progress group	27%	21%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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%	*	25%
Middle progress group	45%	57%	50%
Lower progress group	35%	35%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 2019	32	32	4	1	13%	3%
Year 3 2017-2019 Average	40.7	40.7	5.0	2.3	12%	6%
Year 5 2019	38	38	5	1	13%	3%
Year 5 2017-2019 Average	34.3	34.3	2.7	0.7	8%	2%
Year 7 2019	35	35	4	0	11%	0%
Year 7 2017-2019 Average	30.0	30.0	2.0	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 2020.

[^]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

Elizabeth East Primary School has continued to consolidate teaching and learning from 2019 to make sustained progress in the areas of Literacy and Numeracy in 2020. This is measured by the Standard of Educational Achievement (SEA) and school based assessments. Some assessments were not completed this year due to COVID but the school has continued to closely monitor student progress to ensure improvement processes are effective.

Literacy

64% of our year 3 students achieved SEA in 2020 including 21% that achieved in the highest band for PAT Reading.
57% of our year 4 students achieved SEA in 2020 including 21% that achieved in the highest band for PAT Reading.
50% of our year 5 students achieved SEA in 2020 including 11% that achieved in the highest band for PAT Reading.
50% of our year 6 students achieved SEA in 2020 including 7% that achieved in the highest band for PAT Reading.
45% of our year 7 students achieved SEA in 2020 including 10% that achieved in the highest band for PAT Reading.
Comparisons to previous years can not be made as NAPLAN was not conducted this year due to COVID.

Students from years R-4 have continued to work in the new literacy program, Read Write Inc. This has now been rolled out across the whole school to incorporate any student who is learning to read. Once students “graduate” off of Read Write Inc they are involved in a program that incorporates Reciprocal Teaching of Reading and Sound Waves spelling to continue to develop their reading, spelling and writing. The implementation of these programs has seen Phonics Screening Check results steadily improve with 19% of year 1’s passing the check in 2019 to 23% of year 1’s passing the check in 2020. These programs will continue to be developed and refined in 2021.

Numeracy

72% of our year 3 students achieved SEA in 2020 including 21% that achieved in the highest band for PAT Maths.
78% of our year 4 students achieved SEA in 2020 including 11% that achieved in the highest band for PAT Maths.
43% of our year 5 students achieved SEA in 2020 including 6% that achieved in the highest band for PAT Maths.
69% of our year 6 students achieved SEA in 2020 including 4% that achieved in the highest band for PAT Maths.
23% of our year 7 students achieved SEA in 2020 with no students achieving in the highest band for PAT Maths.

The decline through out schooling of the percentage of students achieving SEA in both Literacy and Maths is an area for us to continue to grow and develop in 2021 and beyond.

Attendance

Year level	2017	2018	2019	2020
Reception	89.5%	85.7%	84.5%	85.1%
Year 1	93.6%	87.2%	83.1%	83.9%
Year 2	87.6%	94.1%	80.8%	87.0%
Year 3	87.9%	86.6%	90.1%	85.8%
Year 4	79.4%	82.9%	88.3%	87.6%
Year 5	85.5%	84.4%	85.7%	86.5%
Year 6	85.6%	84.4%	78.1%	86.0%
Year 7	84.1%	85.0%	77.0%	81.7%
Primary Other	86.2%	85.5%	86.0%	81.1%
Total	86.8%	85.9%	83.8%	85.2%

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

Attendance comment

We have seen a 2.2% growth in attendance for 2020 (86%, partnership being 81%) from 2019 (83.8%). There has been growth in 2020 in most year levels except for our rec and year 2 children. However our year 6/7 students who were in the mid 70% in 2019 were over 80%. However this cohort still struggle with 46% (12 students) being away 41 days. A number of processes have been put into place to increase our attendance from 2019. This has included teachers chasing up unexplained absences on a weekly basis. Down from 47% in 2019 to 5% 2020; daily parent contact when our chronic and venerable students were away; working closely with the Ab Ed team in monitoring our ATSI students. This has been extremely successful with our 2 top attendees being ATSI students with 99.51% attendance. Seven ATSI s

Behaviour support comment

The number of recorded incidents has dropped from 2019 (1033) to 2020 (869) a drop of 16%. The number of suspensions have dropped by 54% from 210 (2019) to 98 in 2020. 118 students were suspended while in 2020 63, a drop of 47%. The number of take homes dropped by 54% (185 to 86) and the number of students involved dropped by 65% (118 to 42).
Threatened safety or Wellbeing and Violence – Threatened or Actual – Bullying - We had 81 suspensions (44 students) and 47 take homes (21 children) in 2020 recorded incidents. This is down compared to 2019 with 158 suspensions (40% drop 81 students), take homes 91 (49% decrease 56 children) It needs to be noted that a strong focus was put into 2019 to decrease incidents within the school. This has continued in 2020 and will continue into 2021.

Client opinion summary

Key points from the 2020 Client opinion are;

- The key points from the Client Opinion survey are below.
- Each % value relates to those parents who either agree or strongly agree with the question.
- o People respect each other at this school 60%
- o Teachers and students treat each other with respect at the school 60%
- o I feel like my child is important to the school 72%
- o I receive enough communication from the school 61%
- o The school communicates effectively with me 64%
- o I know what standard of work the school expects of my child 65%
- o I have useful discussions with the school about my child's learning 61%
- o I talk to my child about what happens at school 100%
- o The school provides an opportunity for me to have input about my child's learning 71%
- o Overall my child has a good routine around reading and learning at home 66%
- o I think that education at school is important to my child's future 89%
- o I feel equipped to help my child plan for their future after school 73%
- o The school encourages parents to help students to learn 59%
- o The school provides me with helpful tips on how to help my child 44%

The school will work on all the above points with a desire to have each response of agree or strongly agree at 75% or higher when the 2021 Client Opinion survey is conducted. This will be achieved by

- Increasing the communication with families and ensuring families are aware of all our communication channels.
- Sending home more support materials for parents around learning strategies
- Increasing the focus we have on successes for students
- Inviting parents into school more often
- Demonstrating, in a more public manner, the respect we share in our school setting

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	4.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	13	13.0%
Transfer to SA Govt School	81	81.0%
Unknown	2	2.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

We maintain hard copies of all DCSI clearances for staff, volunteers and third party providers. These are recorded on EDSAS per DfE requirements. A folder containing this information is kept in the front office for easy access. The site monitors and complies with changes to DCSI clearance procedures and requirements. Anyone who does not have the required clearance is not permitted to stay on site until this is rectified. The school pays for volunteer clearances.

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	37
Post Graduate Qualifications	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	1.8	20.9	1.0	16.5
Persons	2	23	1	24

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,554,010
Grants: Commonwealth	\$6,450
Parent Contributions	\$60,064
Fund Raising	\$1,090
Other	\$16,346

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

2020 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 2020 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	Incidence of violence across the school is almost zero. Students are demonstrating more pride in the school. The instances of violence against staff is not at an all time low with only minor instances being recoded from	Less violence, more pride and safer working conditions for all staff and student
	Improved outcomes for students with an additional language or dialect	The EALD program was run for 6 months at 0.8. This allowed for all EALD students to be involved in the program to a very high degree. BSSO's were employed to support EALD students.	EALD students and community members working at level with bespoke programs.
	Inclusive Education Support Program	Funding was used to support students with disabilities and to support teachers create individualized programs for students who were not granted IESP funding.	All students receive the support they need from QDTP through to one on one progr
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	Attendance for our aboriginal students has been a major focus. This has settled at around 90%. This is a 10% increase from 2019. Positive gains have been made by all aboriginal students in both literacy and numeracy. First language development has been supported with extra BSSO support and inclusion of families into the school setting.	There has been progress for all aboriginal students including a major increase in attendance. Reading leveled have increased at the same rate as other students
Program funding for all students	Australian Curriculum	Australian Curriculum is used across the school and is supported with training and the implementation of the new curriculum tools. The LID team has also supported all staff with direct training with the AC resources.	All staff and students are immersed in Australian curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal languages program was not run in 2020.	N/A
	Better schools funding	Better schools funding was used to employ a literacy coordinator 1.0 for the year. This was to increase the literacy standards of all students R-7 and stated in our site improvement plan. Literacy results were 8% higher	All students are involved in an intervention program.
	Specialist school reporting (as required)	No Funding supplied for specialist school reporting	N/A
	Improved outcomes for gifted students	No gifted program was run in 2020.	N/A

