

# Sheidow Park Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Sheidow Park Primary School Number: 1537

Partnership: Marion Coast

**Name of School Principal:**

Wendy Westgate

**Name of Governing Council Chair:**

Adam Norman

**Date of Endorsement:**

13th February 2018

## School Context and Highlights

2017 at Sheidow Park School began with 11 mainstream classes and 3 Steiner classes, an extra class in each stream from 2016. Student numbers reached 320, with the larger proportion of students again being in the Early Years. The school has its External Review in Term 3, the findings of which will be reflected in the 2018 Site Improvement Plan.

The Incubator class, established in 2016, continued; the focus was on the use of indigenous foods, with students cultivating native plants and researching the use of them in recipes, culminating in a very successful 'Tasting Night' for the parents of the students involved.

Throughout the year, there were a number of events that included parental involvement, including the celebration of Steiner festivals, the Moon Lantern Festival, Aboriginal Acknowledgment Day, Harmony Day, and, of course, our Assemblies, held three times a term. One of our specialist programs was Music, and this had an impact on the amount of musical activities that took place, including 'Music Is Fun', a larger Festival of Music choir, visiting musical groups from other schools and a wonderful Christmas Concert that involved every student in the school (and a very large number of parents!).

The school's sport focus has also continued to grow, with a large number of students participating in SAPSASA events and Beach Volleyball, and all students involved in the school's Sports Day, Swimming Carnival and Gymnastics program. A number of After-School sports were held, all of which were fully subscribed. A few of our students went on to represent the Southern Valley District, and five (out of 17) Year 7 students gained places in Sports programs at High School.

The Marion Coast Partnership continued its focus on Numeracy training and Student Voice in Learning; the Partnership also shared two Pupil-Free Days where teachers took part in Learning Design, Assessment and Moderation, followed up by a number of shared staff meetings, where staff met in Year Level groups to work collaboratively on devising rich Numeracy tasks that had intellectual stretch. These initiatives will continue in 2018.

An Outdoor Learning Area was built using funds raised by the Fundraising Committee, who also funded the purchase of Computers on Wheels (COW). Towards the end of the year, the school was successful in its pursuit of a 'Fund My Neighbourhood' grant of \$150,000, which will be used to establish a training track around the Oval.

## Governing Council Report

Firstly, I would like to thank all the members of the 2017 Governing Council and subcommittees – Finance, OSHC, Fundraising, Grounds, Canteen and Steiner. The Governing Council provides an important service to the school community and having parents willing to volunteer on the Council and/or its subcommittees is essential to its success.

Our year started with the Annual General Meeting (AGM) and we welcomed a number of new Council members while welcoming back councillors that were continuing for their second year.

2017 was a busy and challenging year for the Council, and the school, as we transitioned from the retirement of our previous principal, Jenny Engelhardt, at the end of 2016 to the arrival of our new principal, Jennie-Marie Gorman in 2018. I would like to thank Wendy Westgate for the wonderful job she did as acting-principal in 2017, supported by David Lawton in the deputy role. The Council played a vital role in selecting Jennie-Marie as our new principal, providing a member for the selection panel as well as deciding on the tenure of the position.

The Governing Council is also the employing authority for OSHC and was therefore involved in the recruitment of new OSHC staff throughout the year.

As usual the Fundraising Committee was very busy raising funds via numerous activities, such as the Easter Raffle, Mother's and Father's Day's Stalls, Disco and Market Night. I'm sure we all appreciate the outstanding work the Committee and volunteers do to enable the school to make purchases outside of the its' normal budget – the outdoor learning area is a fantastic example of this.

The Fundraising Committee's activities are just a sample of the work undertaken by the Council and its' subcommittees – we review policies, make recommendations regarding school fees, look at ways the school grounds can be improved, and many other things that can improve the school experience for our children. For this reason I urge you to support the Governing Council in whatever way you can – by becoming a Councillor or member of a subcommittee or by volunteering for activities as they are advertised. I'm certain that with the arrival of Jennie-Marie, ably supported by Wendy and the rest of the staff, 2018 will be a great year to get involved!

Adam Norman  
Chair - Governing Council

## Improvement Planning and Outcomes

Site Improvement Plan Priorities for 2017 were:

### 1. Improving Numeracy outcomes for Learners

With regards to our target of raising average scores to exceed the DECD Achievement Standards in PAT Maths, at least three-quarters of the students in Years 3 to 7 achieved these (as opposed to less than half of the same group of students achieving these in 2016), so these targets will be adjusted in 2018; these increased results reflect the work being done as part of the Partnership Results Plus. Quicksmart continued with ten students, and six students took part in the Toosmart program; these programs not only increase the students' automaticity of recall of mathematical facts, they also give the students more confidence to tackle all mathematical tasks.

The increased emphasis on problem-solving within Maths continued as part of our Partnership's focus; key staff continued to work with the Numeracy Consultant, Deb Lasscock, devising rich Mathematical tasks and then sharing these with staff at school, although staff feel this should happen more frequently so that everyone gets greater benefits. Staff have continued to keep parents informed about 'growth mindset' and intellectual stretch in Maths is/looks like; the DECD Learning Design, Assessment and Moderation initiative has also reinforced this work.

### 2. Improving Literacy outcomes for Learners

PAT-R testing showed the proportion of our students achieving the DECD Achievement Standard has increased to at least three-quarters of the students in Years 1 to 7, with some year levels having nearly all students at the Standard. Data from NAPLAN and PAT-R tests has been evaluated to identify concern with regard to Literacy, and to identify students who are not reaching the DECD Achievement Standard. This data has then informed the professional development program and students who need additional support in the classroom.

All of our Early Years staff have attended training about Guided Reading; the Reading Support teacher has worked with all staff to raise the awareness and profile of Guided Reading and Reading Comprehension, and has written a Whole-school Literacy Agreement with the collaboration of all staff.

### 3. Teaching and Learning Environment

In 2017, the school celebrated a number of events to promote the 'Whole School Community', including, amongst other things, the Swimming Carnival, Sports Day, Christmas Concert, and Aboriginal Acknowledgement Day. Students from Years 5, 6 and 7 have continued to show responsibility throughout the school including patrolling the school crossing, running the SRC, being House Captains and Vice-Captains, and organising the Uniform-Free days. All classes had a Buddy class in 2017, with whom they undertook a range of activities together.

The Incubator class, 'Building a sustainable future through fruit', ran for 17 weeks on a half-day a week basis; the focus was 'from seed to plate', and the learning was both creative and challenging for the students involved.

### 4. Community of Learners

Much has been achieved in this area; the links and understandings between the two Streams continues to strengthen, although the External Review directed that this whole-school approach needs to be continue to be enhanced. A number of policies and procedures were reviewed and presented to Governing Council; the Student Behaviour policy is currently under review.

Attendance has improved following the introduction of several measures, the most effective being the SMS system asking parents for reasons for their child's absence from school.

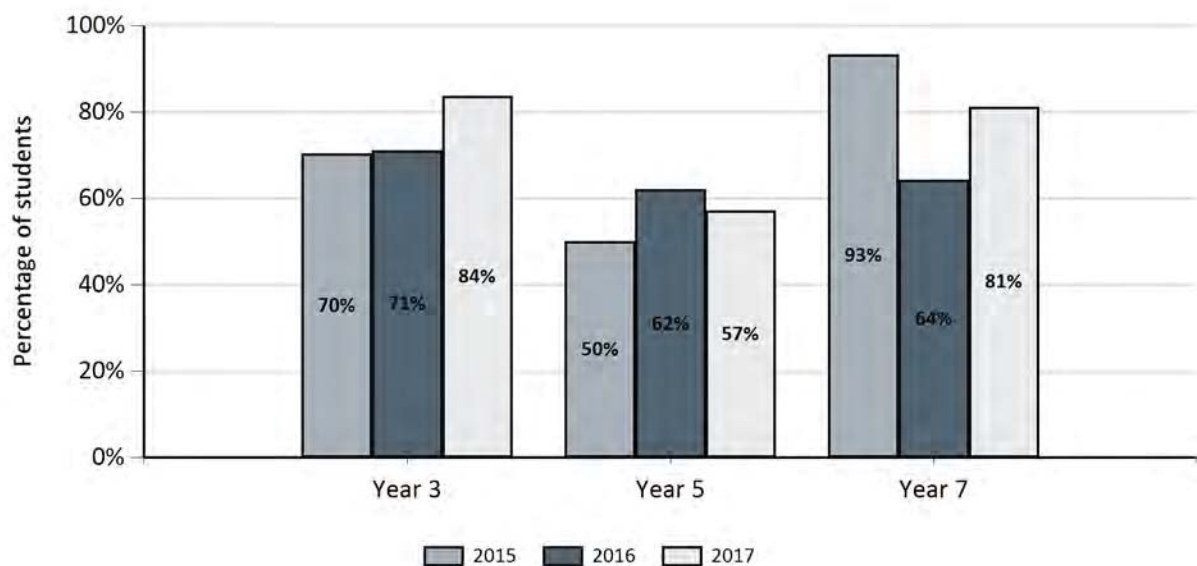
Staff have all participated in 2 Marion Coast Partnership days and 2 shared staff meetings to work collaboratively with staff from other schools in the partnership in year level groups.

## Performance Summary

### NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

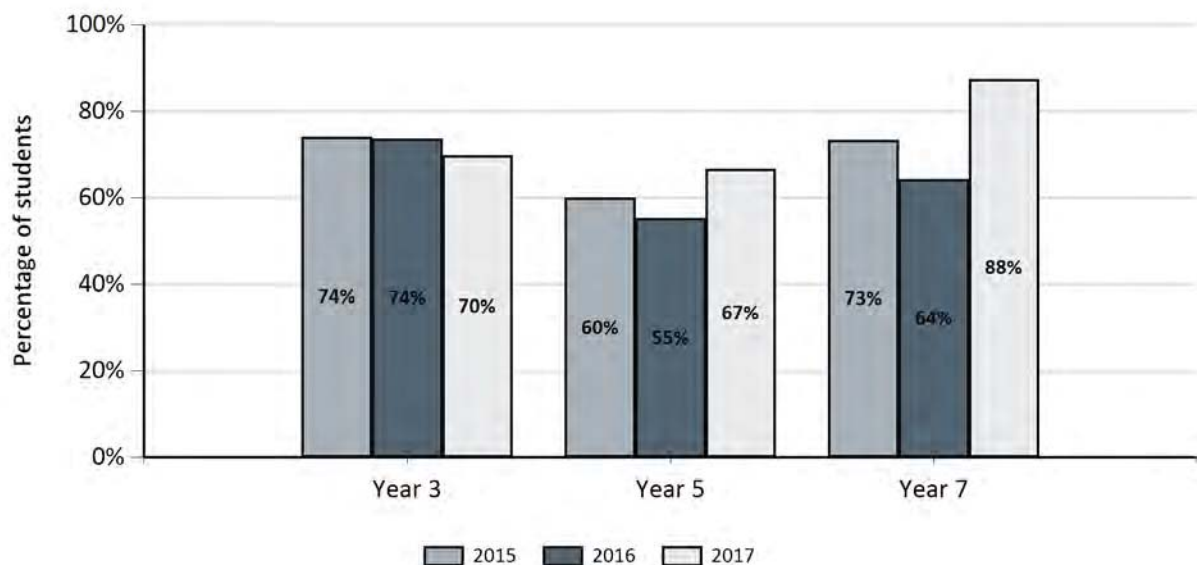
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

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## NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 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	22%	69%	25%
Middle progress group	44%	31%	50%
Lower progress group	33%	0%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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	0%	46%	25%
Middle progress group	47%	38%	50%
Lower progress group	53%	15%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2017	43	43	14	10	33%	23%
Year 3 2015-17 Average	36.0	36.0	13.3	9.0	37%	25%
Year 5 2017	21	21	6	3	29%	14%
Year 5 2015-17 Average	23.3	23.3	4.0	2.3	17%	10%
Year 7 2017	16	16	6	3	38%	19%
Year 7 2015-17 Average	15.0	15.0	3.3	3.3	22%	22%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<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

### NAPLAN:

#### Reading:

Results from NAPLAN Reading at Year 3 show that the percentage of students who have achieved the DECD Standard of Educational Achievement (SEA) has risen to 84%, an increase from the last two years. Of the 43 students who completed the test, three did not meet the National Minimum Standard; fourteen were in the top two Bands. At Year 5, the 2016 results showed a slight decrease on the previous year's results; of the 21 students, only one did not achieve the National Minimum Standard, and six were in the top two Bands. The Year 7 results also showed an increase in achievement compared to the previous year, but still below the level of 2015. 16 students took part; only one did not achieve the National Minimum Standard, and six were in the top two Bands. However, with regard to our Year 7 results, as a school that has had fewer than 20 students eligible to sit NAPLAN at this year level over the past two years, small changes in the number of our students 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.

Tracking progression in Reading from Year 3 to Year 5, and from Year 5 to Year 7, between 2015 and 2017 shows that the number of our students in the Upper progress group was just below the state average between Years 3 to 5, and a fantastic 69% between Years 5 to 7. This is reflected in the data of our students achieving the Upper Two Bands Achievement.

#### Numeracy:

Our Year 3 results in Numeracy have remained consistent, at around 70 - 75%, over the past 3 years; all students were at or above the National Minimum Standard, and 8 were in the upper two Bands. The results for our Year 5 students showed an increase in 2017 compared to 2016; 1 did not achieve the National Minimum Standard, and 3 were in the upper two Bands. This pattern is also reflected in our Year 7 results, where 88% of the students achieved the SEA; all students were at or above the National Minimum Standard, and 3 were in the upper two Bands. Once again, the small number of students in this year level in 2015 and 2016 can make it difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Tracking progression in Numeracy from Year 3 to Year 5 between 2015 and 2017 shows there were no students in the Upper progress; however, the percentage of our Year 7 students showing progress in the Upper group is above average.

#### Running Records:

The data shows that the school is above average compared to the State at both Years 1 and 2. Data is collected up to Reading Level 26; it does not include those students who are reading at a higher level in these years.

## Attendance

Year level	2014	2015	2016	2017
Reception	89.9%	91.5%	89.8%	92.5%
Year 1	93.0%	91.4%	92.4%	91.4%
Year 2	95.9%	93.3%	90.9%	92.1%
Year 3	88.9%	94.8%	93.7%	91.6%
Year 4	93.7%	91.3%	94.0%	93.2%
Year 5	91.6%	91.4%	90.5%	91.4%
Year 6	93.0%	92.3%	93.1%	90.1%
Year 7	88.0%	91.6%	93.0%	89.0%
Total	91.6%	92.2%	91.8%	91.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

In 2017, the school introduced a process of sending letters to all families, seeking explanations for attendance. This resulted in a dramatic reduction in unexplained absence. An SMS system, alerting parents to absences, was introduced in August. The 2 systems resulted in a decrease in unexplained absence to the lowest levels in 5 years. Average attendance for 2017 was on a par with 2016 data. Staff reviewed attendance data twice.

## Behaviour Management Comment

The Behaviour Code was reviewed throughout 2017, consulting with all community, sensitive to the review in 2016, and a significant incident in Term 1. Total incidents in number, and as a percentage of school population for the past 3 years were : 2015 - 110 (47%), 2016 - 145 (50%), 2017 175 (55%). The same figures for the 7 students referred most were - 2015 - 68 (29%), 2016 - 69 (24%), 2017 - 87 (27%). Year 4 boys account for 25% of all incidents.

## Client Opinion Summary

The 2017 surveys took place in Term 4, 2017.

23 parents responded to the Parent Survey; responses showed a general satisfaction (75% or greater) with a number of aspects, including the maintenance of the school, whether their child feels safe at school, and the ways in which teachers worked with students. 91% stated that their child likes being at Sheidow Park School, and that teachers expect students to do their best. A major area of concern continues to be the way student behaviour is managed; as stated above, the Behaviour Code was reviewed during the year, and its impact should be felt more from 2018. Another area of concern for parents was that they felt their opinions were not being taken seriously by the school; this is something we need to develop in 2018 with the new Principal.

There were 67 responses to the Student Survey; again, the management of student behaviour was the area that was of greatest concern, followed by taking students' opinions seriously. The continuing development of Student Voice within the school will lead to more opportunities for students feel their opinions have a greater impact within the school; the re-invigoration of the SRC this year did not go as deeply as anticipated, but plans for 2018, and the continuation and expansion within the school of the Student Learning Rounds, will address this issue. The most positive responses, once again, showed that students like being at the school, and acknowledged teachers' high expectations.

Thirteen members of staff responded to the Staff Survey; responses were positive in all areas bar one, with the most positive being in the areas of teacher expectations, the fact the school looks for ways to improve and the availability of teachers to speak to students about their concerns. The biggest area of concern for teachers was, yet again, response to the way student behaviour is managed within the school.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	5.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	20.5%
Transfer to SA Govt School	29	74.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

At Sheidow Park School, all DECD employees have current relevant history screening clearance (teachers are screened through the Teachers' Registration Board), as are our parent volunteers, the members of Governing Council and sports coaches who run After-School sports activities.



## Teacher Qualifications 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	38
Post Graduate Qualifications	9

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	1.0	19.1	0.0	6.3
Persons	1	21	0	8

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	32,252
Grants: Commonwealth	29,800
Parent Contributions	122,071
Fund Raising	9,247
Other	

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

