



Eden Hills Primary School

2022 annual report to the community

Eden Hills Primary School Number: 124

Partnership: Mitcham Hills

Signature

School principal:

Mr Andrew Dowling

Governing council chair:

Mr Eric Nicholson

Date of endorsement:

20 February 2023



Government
of South Australia
Department for Education

Context and highlights

2022 was the 107th year Eden Hills Primary School was in operation. In term 4, 2022 the school had an enrolment of 231 students reception to year 6, comprising of 9 mainstream classes and 4 specialist classes (Japanese, Music, Dance/Drama and Physical Education). The local partnership is Mitcham Hills Partnership. The school population includes less than 2% Aboriginal students, 11% students with disabilities, 3% students with English as an additional language or dialect (EALD) background, 1% children/young people in care and 16% of students eligible for School Card assistance. The school leadership team consists of a principal in their 2nd year of tenure and a deputy principal in their 2nd year of tenure as well as a Business Manager.

All of the nine classrooms were taught in team teaching classes where the classes joined together as one or work individually. Across the school, teaching and learning teams (R-1, 2/3/4, 5/6) structured lessons where students attended lessons specific to their learning needs with other teachers. Numeracy, writing and goal setting were the focus areas for improvement across the school.

2022 was an exceptionally challenging year for our school community. COVID-19 brought many complications to the regular operation of the school with higher levels of absenteeism and staff illness. We began the year providing a hybrid program of onsite and offsite learning, masks were in use for staff and communal areas were limited in numbers to prevent transmission. Despite the challenges, we were exceptionally proud of the collective efforts of the school community to provide quality learning opportunities and experiences for our students throughout the year.

Through 2022 the school had many highlights including:

- Our annual Sports Day was held at Bowker Oval in North Brighton
- Book week celebrations
- Fun Colour day raising money for World Vision
- Whole school Nature Play SA incursions
- Multiple rich and engaging class excursions and incursions
- Japanese Cultural Day
- A winning entry in the Commissioners Digital Challenge for 2022
- Our Special Persons Remembrance Day ceremony
- Our always spectacular End of Year Concert at the Capri Theatre
- Early Years Learning Street Art Gallery
- After School Sports and SAPSASA representation including our Upper Primary students winning the Beach Volleyball Grand Final at Glenelg
- Breakfast Club
- Paving upgrades
- New OSHC Director appointment
- SRC fundraiser days
- Aquatics and Water safety activities
- Upper Primary representation at the Department Public Education Forums
- The redevelopment of the lower play space by our Grounds person

We are exceptionally fortunate to be part of such a supportive, warm and dedicated school community. We would like to thank our staff, students, governing council, retiring OSHC director Dianne Gloyn, volunteers and families for your contributions throughout the year. With your support, Eden Hills Primary School continues to be such a wonderful environment for students to learn and flourish in.

Governing council report

In 2022 EHPS Governing Council conducted 8 meetings across the year, satisfying the requirements of meeting twice per term. Most meetings were able to be held in person in the school resource centre over the past year, but the option to participate via Zoom has always been available to those unable to attend in person due to pandemic restrictions.

At each meeting, the council has stayed abreast of reported health and safety issues and of the solutions put in place by the management team.

The main business of the Governing Council has been of course the management of its OSHC service. Throughout the year the council has monitored the OSHC budget and stayed informed of any changes of operation as well as occasional updates to OSHC policies. A significant update to OSHC operations in the past year has been the successful increase in capacity. Families will be pleased to know there are more spaces available to book each day.

This past year, Governing Council farewelled our outgoing OSHC Director, Dianne Gloyn. Alex Hudson took over from Dianne when she left on long service leave and continues to manage the OSHC for us, implementing many very well received initiatives.

The Governing Council has also completed its requirements to review and approve the school budget. It has approved the handling of school fee debts and successful polling for an increase in the M&S fees.

The Council discussed strategies to improve safety of the school “kiss and drop” zone, with reminders of how to use the zone being included in school newsletters. Council also included a message to families to ensure dogs do not use the school space even on weekends and holidays and to avoid having dogs near gates for those children who don’t cope well with being near dogs as they exit the school.

There was again no Spring Fair fund-raising event for 2022. The school instead has had a wildly popular colour run in 2022 with a gold coin donation. Other fund-raising initiatives in the past year included the Crazy Camel student artwork prints. Funds from such activities make it possible to invest in new schoolground equipment, such as a replacement for the damaged spider apparatus that had to be dismantled.

Governing Council approved in principle the Solar Our Schools initiative of Australian Parents for Climate Action (AP4CA). Council was unanimously in favour of the concept.

The end of the year saw Council approve a special resolution to our constitution with the notable change in the number of parents able to be part of the Governing Council, from 16 to 13, which was felt to be a more manageable size for conducting meetings but still allowing for a diversity of people and perspectives to bring to Council discussions.

Quality improvement planning

Every teacher was a member of a Professional Learning Community (PLC) which is aligned with one of the three Site Improvement Plan priorities. The deputy principal led the Literacy PLC and key teachers led the Numeracy and Student Agency PLCs while the Principal supported all three leads to strategically align their work with the Site Improvement Plan's targets. Meetings were held every three weeks to advance and review the practice across the school. Each PLC had a member from each of the learning teams to maximise exposure across the school.

Our Site Improvement Plan has three goals within the priorities:

1. Increase the number of students achieving high bands in NAPLAN in Numeracy.
2. Increase the number of students exceeding the SEA for NAPLAN in writing.
3. Increase student's critical thinking skills to authentically influence their learning.

Numeracy

When reviewing our Success Criteria the PLC noted the following key indicators:

- based upon PAT data 76% of year 2 students exceeding year 3 SEA for 2022
- 15% of year 2 are on track to reach year 3 SEA earlier than expected
- 100% of year 4 students achieved year 4 SEA with 50% showing optimal growth
- 100% of year 6 students achieved year 6 SEA with 57% showing optimal growth
- 6% growth in our A-E data from 2021 to 2022 mid-year

The next steps for Numeracy development are changing PLC structure to allow staff to collaboratively plan across the whole school using both PAT and Big Idea in Number (BliN) data and introducing the Van Der Wall text as a guide for staff. Further work will also occur to develop supporting resources around the Big Ideas in Number.

Writing

When reviewing our Success Criteria, the PLC noted the following:

- Upper Primary students are revisiting, editing and improving their writing
- Middle Primary have begun revisiting their persuasive writing to drive improvement
- Upper Primary students are using language to demonstrate understanding of themselves as learners and authors
- Middle and Upper Primary students are consistently using metalanguage relevant to their Brightpath descriptors
- All year levels are engaging in personal and class goal setting informed from the descriptors in their Brightpath range
- Upper Primary students are more confident in providing and being receptive to targeted and relevant critique from their peers

Achieving our targets is evidence that our actions have been effective. Teachers are highly engaged in 'bump it up' strategies and are collaboratively sharing classroom practice successes and improvements. Teachers are explicitly sharing personalised writing goals with their students and have begun sharing this with families. A common language for writing is being used across the school and upper primary students are assessing their own writing and identifying their next steps. Students are using the metalanguage modelled by teachers. From the success in upper primary, we will apply similar strategies to support the middle primary teachers in working with their students to identify and co-construct personal goals for their next steps in writing. The PLC structure is changing for 2023 to provide sufficient time and allow staff to collaboratively plan and implement improved practices across the whole school. The PLC will develop and implement a consistent language for goal setting. We will also support teachers in increasing the opportunities for text analysis, where students will identify writing devices used by authors and discuss their effect on the reader.

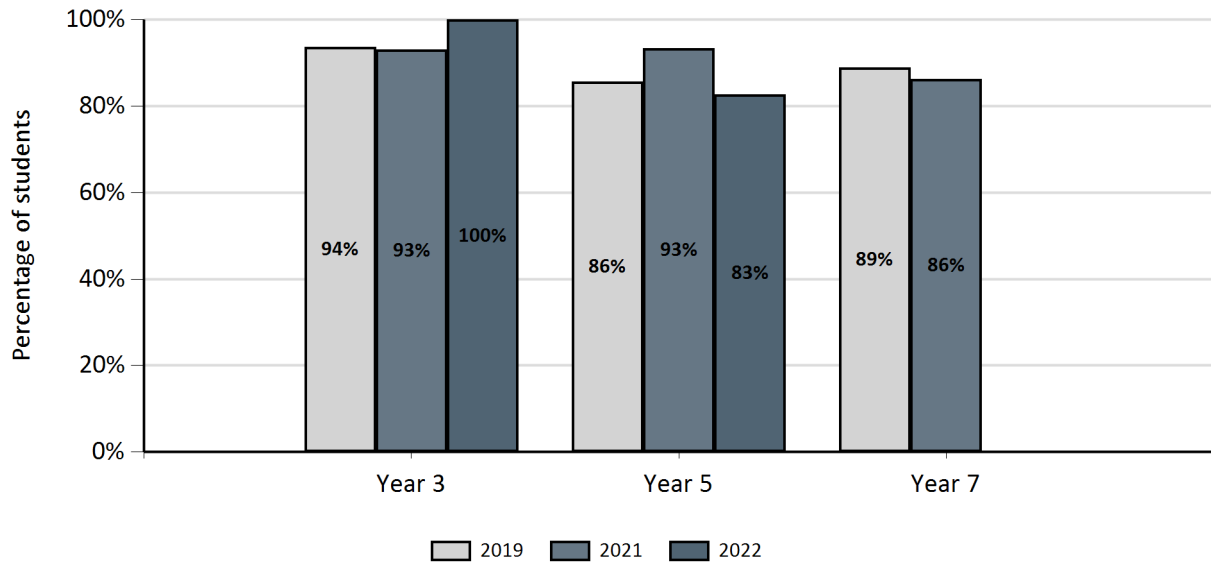
After an extensive review of the Site Improvement Plan with the Local Education Team, the Student Agency focus of goal setting will now be embedded into our Literacy and Numeracy goals to allow for more effective and targeted improvement planning in 2023.

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

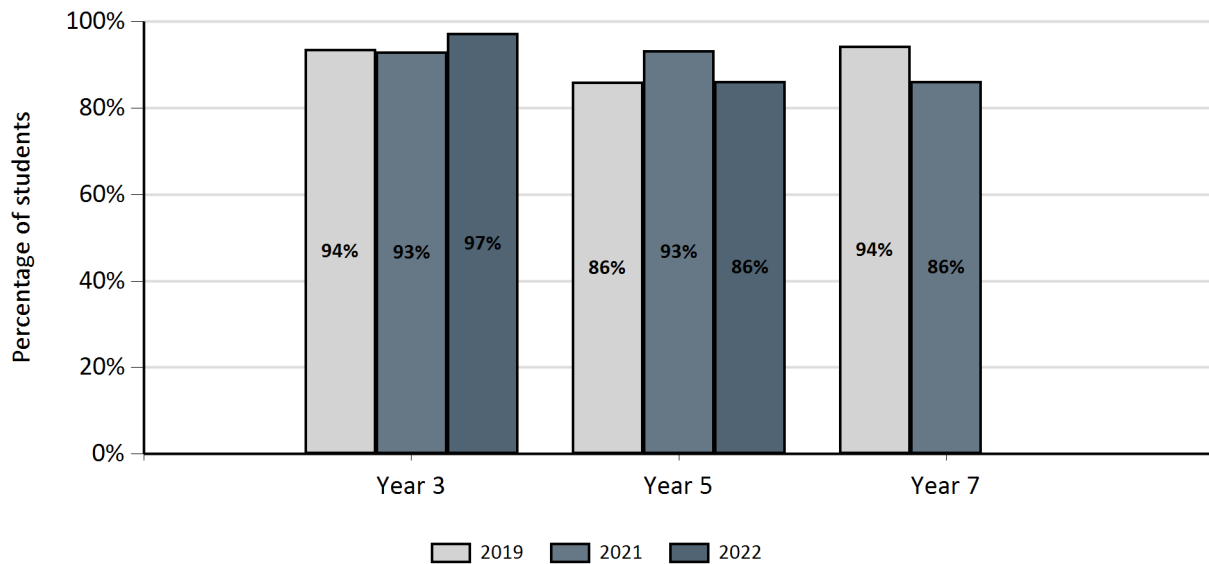


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	38	38	25	16	66%	42%
Year 03 2021-2022 Average	33.5	33.5	20.0	13.5	60%	40%
Year 05 2022	29	29	12	3	41%	10%
Year 05 2021-2022 Average	29.5	29.5	13.0	6.5	44%	22%
Year 07 2021-2022 Average	29.0	29.0	9.0	10.0	31%	34%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Tracking & Monitoring

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

Throughout 2022 we had 3 Aboriginal enrolments. We have used the Aboriginal Action Template to focus on tracking and monitoring.

We used a rigorous and relevant assessment schedule to identify and track the learning progress of our Aboriginal students. We used a schedule of a range of assessments to collect and analyse Aboriginal student achievement including:

Aboriginal learner's data sources at or below the Standard for Educational Achievement were identified and then discussed with Leadership including:

- SPAT-R
- Big 6 Numeracy diagnostic testing
- Running Records
- Phonic Screening
- PAT
- NAPLAN
- MacqLit assessments
- Lexile levelling
- Wellbeing Survey

Student data was then interrogated: (question analysis including difficulty, curriculum links, achievement standards) to inform quality classroom differentiation for individual Aboriginal learners. Target teaching is provided through appropriate individualised intervention strategies including:

- MacqLit suite
- Reading Doctor
- 1 to 1 SSO / Teacher support
- Social and Emotional intervention programs

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

All class based numeracy and literacy assessments (including A to E data, SPAT-R, Early Years PAT Numeracy and PAT reading) indicate our Aboriginal learners are meeting or exceeding the Department Standard for Educational Achievement.

School performance comment

In 2022 we completed NAPLAN in term 2 and was completed in the on-line environment except for year 3 writing. Our NAPLAN Numeracy data reflected our continued high performance with the following year levels exceeding the Department for Education Standard for Educational Achievement (SEA):

- 86% of year 5 students (10% in higher bands)
- 97% of year 3 students (42% in higher bands)

Our NAPLAN Reading data was also pleasing with the following year levels exceeding the SEA:

- 83% of year 5 students (41% in higher bands)
- 100% of year 3 students (66% in higher bands)

Our NAPLAN Writing data reflected the continual Site Improvement Plan focus to improve writing, resulted in the following years levels exceeding the SEA:

- 76% of year 5 students (17% in higher bands)
- 92% of year 3 students (53% in higher bands)

Notable achievements were:

In year 3 Writing we surpassed our Site Improvement target of 42% of students reaching the high achievement bands with a result of 82%

In year 5 Writing we surpassed our Site Improvement target of 41% of students reaching the high achievement bands with a result of 59%

In year 3 Numeracy we surpassed our Site Improvement target of 30% of students reaching the high bands with a result of 42%

In year 3 Reading we saw an increase of 5 students from 2021 with 16 students reaching high bands

In 2022, 70% of our Year 1 students scoring 28 and above in the Phonics Screening Test. Students not reaching benchmark were identified and provided early intervention to support their phonics development.

The students who took part in our literacy intervention programs had an overall improvement score based on their entry and exit scores. This is a significant lift in ability over a 20 week period and one that has given benefit to many students. We use a range of data sets including NAPLAN (Yr 3, 5); PAT Maths and PAT Reading (Yrs 2, 3, 4, 5, 6); Year 1 Phonological Awareness Tests, SPAT tests, Running Records (anyone below level 30 reader); Lexile Levels and Brightpath Moderation as tools to inform learning across the curriculum.

Attendance

Year level	2019	2020	2021	2022
Reception	93.7%	90.3%	90.4%	89.2%
Year 1	93.5%	92.2%	91.9%	90.2%
Year 2	94.3%	91.0%	94.5%	89.1%
Year 3	95.4%	92.6%	92.5%	91.9%
Year 4	95.2%	92.8%	92.1%	89.5%
Year 5	95.8%	92.0%	93.5%	90.3%
Year 6	95.3%	92.8%	91.9%	89.9%
Year 7	92.4%	91.4%	93.2%	N/A
Total	94.5%	91.9%	92.6%	90.0%

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

Attendance comment

While COVID had the most significant impact on attendance in 2022, we were pleased with the attendance rate of students. The mixture of COVID stay at home guidelines as well as seasonal illness had an impact on attendance as did the exemptions for extended family holidays. Students identified as having an attendance concerns in our school were discussions with staff and Leadership, cases of chronic non-attendance are supported by engaging with Departmental outside agencies. The safe and collaborative school environment, culture and learning programs promote strong attendance each day.

Behaviour support comment

We employed multiple SSOs to fulfill the hours required to support the students in the classroom and in the yard. We developed a secondary sensory space in our Junior Primary area to compliment our calm room in the administration building to assist students in regulating emotions. This room is utilised by other students as well and has supported their emotional regulation. The funding has significantly supported the student in being able to access the classroom, curriculum and make connections with other students. Across the school we use Play is the Way strategies to support behaviour and have multiple social skills intervention programs running. Twice a year the school reports to the Governing Council the rate of bullying incidents recorded through the use of an online reporting system. Pleasingly, Eden Hills Primary school continues to provide a safe environment for students to learn and grow with low rates of ongoing bullying and violent incidents.

Parent opinion survey summary

In 2022 the Department for Education facilitated the 3rd year of the on-line Parent Engagement Survey. 73 parents responded rating 16 questions on a 5 point scale ranging from strongly agree, agree, neither agree or disagree, disagree or strongly disagree.

The highest levels of agreement were:

- 91% of respondents perceive that people respect each other at this school
- 91% of respondents agreed that teachers and students treat each other with respect at the school
- 80% of respondents believe there is effective communication from the school
- 79% of respondents feel that they receive useful feedback from the school

Lower levels of agreement exist with:

68% of respondents feeling equipped to plan pathways. However due to the age of our students, many of the respondents noted that it was too early to provide an accurate response.

This data of this survey will be discussed with teachers and leadership to consider improvement opportunities for 2023.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

At Eden Hills Primary School DfE processes are followed to ensure relevant screening occurs for all volunteers that are not directly working with their child. Volunteers are required to provide their details to office staff, these details are then recorded into the DHS system, the volunteer then receives an email and completes the DHS process. The school receives notification once the screening is completed or if there is a problem. The outcome of the DHS screening is recorded on EDSAS and reports are issued for staff as requested when planning classroom events or seeking volunteer help. The new Emergency Management COVID Vaccine directions for volunteers was implemented throughout 2022.

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	33
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	14.5	0.0	8.5
Persons	0	19	0	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$2,652,343
Grants: Commonwealth	\$5,000
Parent Contributions	\$94,142
Fund Raising	\$2,665
Other	\$2,000

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

2022 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 2022 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	We received \$58 158 to support the wellbeing and engagement of our students. We used this funding for release time for our Deputy Principal as well as wellbeing programs run throughout the school.	Improved student engagement, emotional wellbeing & learning readiness
	Improved outcomes for students with an additional language or dialect	We received \$361 and utilized a teacher to work closely with the identified EALD students to develop their literacy and spelling skills throughout each week.	The language levels reflected an increase in all students from previous data.
	Inclusive Education Support Program	We received a \$269 101 to provide one to one SSO support, teacher planning time, One Plan release and Team around the Student release time.	Funded students with disabilities were supported, tracked and monitored through One Plans closely.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	We received \$28 332 in Literacy and Numeracy First funding and \$12 640 in Early Learning Literacy Strategy funding. Within these grants and funding we implemented and supported programs that ran across the whole school. These were Jolly Phonics and Heggerty, Brightpath, iMaths, Reading Doctor and MiniLit intervention. A significant amount of training, planning time and resourcing exhausted the funds received in these grants. We also provided staff with extra team planning and release time to interrogate data and develop plans to support our Aboriginal students.	The school has a combination of explicit and inquiry teaching in literacy and numeracy across R-6. Data is utilised as a learning and improvement tool.
Program funding for all students	Australian Curriculum	We received \$11 373 for Australian Curriculum (Primary Learning Improvement) to access training to support our Literacy Pupil Free Days and involvement in our Partnership Numeracy project.	2 staff continue to be trained in Brightpath and 1 staff involved in Numeracy project to develop Big Ideas in Number.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable to Eden Hills PS as no funding was received.	Not applicable
	Better schools funding	We received \$13 683 and used this funding to supplement some of the staffing and resourcing of our 6 intervention programs in literacy and wellbeing.	All students had data reviewed. Those at the lowest level received support.
	Specialist school reporting (as required)	Not applicable to Eden Hills PS as no funding was received.	Not applicable
	Improved outcomes for gifted students	Not applicable to Eden Hills PS as no funding was received.	Not applicable

