



# Reidy Park Primary School

## 2022 annual report to the community

Reidy Park Primary School Number: 290

Partnership: Blue Lake

Signature

School principal:

Mr Craig Scerri

Governing council chair:

Shylie Harrison

Date of endorsement:

21 March 2023



Government  
of South Australia  
Department for Education



## Context and highlights

Reidy Park ended the 2022 school year with 501 students. The loss of the Year 7 cohort saw minimal impact to overall enrolments as we maintained similar enrolment levels in all other year groups. The students at RPPS come from a range of socio-economic backgrounds with 19.6% of students eligible for school card, 4% of students being eligible for IESP funding, 2% of students having English as an additional language or dialect (EALD) and 19 students of Aboriginal or Torres Island (ATSI) descent. The school's index of disadvantage is level 5.

The leadership structure of the school continued with a Principal, a Deputy Principal (IESP, Intervention, Junior Literacy), Senior Leader (Curriculum, AET) and Wellbeing Leader (Wellbeing and Behavior Support).

Throughout the year, the school continued to build on a culture of consistency and collaboration amongst staff. This was supported by engaging renowned collaboration and PLC expert Gavin Grift to work with the staff and leadership team.

Gavin introduced us to the concept of the Professional Learning Community and the collaborative team process that creates them. Staff worked in teams to collect and analyze student reading data, research best practices and then deploy high quality teaching strategies to target the specific learning needs of our students. Alongside this work, our junior school expanded the the InitialLit program to encompass Year 2 classrooms.

Staff continued to prioritise student wellbeing as a key facet to ensuring students have the best opportunity to achieve at school. This included continuing the skills developed from the Berry Street Training, implementing Play is the Way and Kimochis across the school as part of regular social and emotional learning lessons and finally engaging with Bill Hansberry who ran professional development sessions on behaviour support and restorative conversations.

Covid continued to impact the school early in the year including starting Term 1 in remote learning. The school also saw significant outbreaks throughout the year including 2 cases where classes were shut down for a short period of time.

Staff and student extended absences also played a part in interrupting learning programs.

Luckily most of our major events were able to go ahead including our Year 5/6 Musical, Our Junior Concert, Sports Day, the Christmas Concert and the Year 6 Graduation.

The school also began a \$5 million refurbishment program which began construction in June. This impacted many of our learning spaces during the second half of the year, particularly our Foundation cohort who worked in temporary learning spaces setup in the library. Our Health, Performing Arts and Japanese specialist classes also went from having their own spaces, to having to deliver programs whilst travelling class to class. Our outdoor spaces were also impacted from losing the quad and basketball court areas. This meant the whole student population spent breaks in the grass/playground area or on the oval.

Despite working through these challenges, we look forward to having updated learning and play spaces in Term 1 2023.

## Governing council report

As Governing Council Chairperson, I have been privileged to see the many positive initiatives unfolding at Reidy Park Primary School throughout 2022. While this year has been challenging in many ways, it was also a year of growth and evolution at the school. It has been particularly rewarding to see the major works unfolding as our junior primary and quadrangle areas are redeveloped. This exciting project is the culmination of many years of work and planning, and promises to provide exceptional spaces for play and learning at school.

Beginning the year impacted by Covid-19 presented unique challenges as students were again learning from home. It is a testament to all staff that students were able to establish safe and supportive learning environments, and seamlessly transition into onsite learning programs partway through Term 1. Despite this, students have continued to thrive at Reidy Park and be guided by the school values of care, courage, and respect.

This year we also experienced our first year with Year 6 students as the school leaders, and I am sure that all parents and members of the school community can agree that they have risen to this occasion. Our Year 6 students have represented the school with zest and enthusiasm, and have shown their maturity in being able to support and lead younger members of the school community. I would like to congratulate these students on their achievements this year and wish them every success as they leave us to continue their educational journeys in secondary schooling.

It has been another year of significant and rewarding opportunities for our students. Students have been given the opportunity to engage in sports day, the Year 5/6 Musical, Carols by Candlelight, School Assemblies, SAPSASA Sports, SEPSMF Choir, Adelaide Choir, Year 6 Camp, and School Concerts as well as an array of school based activities.

Thank you to the school leadership team, staff, parent community, and student leaders for their contributions. It is through your efforts, passion, and resilience that our students are able to thrive emotionally and academically.

I am pleased to report that again we find ourselves finishing the year in a healthy financial position. The hard work and diligence of our finance team at Reidy Park enables school leadership and governing council members to make informed decisions based on strong governance, monitoring, reporting monitoring and budgeting mechanisms.

I am privileged to serve on the governing council alongside a group of dedicated individuals, committed to working together to ensure the best opportunities for all students at Reidy Park. I would like to thank them for their support and hard work this year as we have pioneered new initiatives and explored new opportunities. Together we acknowledge and thank the staff at Reidy Park who work tirelessly to ensure that every student receives the highest quality of education and care. Often it may feel that your work goes unnoticed, but it is greatly appreciated.

# Quality improvement planning

The 2022 Site Improvement Plan was developed by looking at student data, recent improvement actions and progress and previous ESR recommendations. In conjunction with the Local Education team as well as staff input, a Reading and Math goal were created. The leadership team also considered that Reading would be considered a higher priority for the year. Central to this work was the creation of Collaborative Teams across the school as well as the expansion of InitialLit into the Year 2 area.

Throughout the year, the leadership team deployed Agile Leadership Tools and templates to monitor progress. This also included holding termly team leader presentations that allowed the work and progress of teaching teams to be showcased and most importantly, student progress to be displayed. The school implemented all specified actions within the school improvement plan during the year, however we recognise that these actions are a part of a long term improvement strategy, and as such, do not expect to see the impact of this work immediately.

## 2022 Results

Goal 1: Retain and increase the number of students achieving high bands in reading

### Targets

- Did not Increase the number of Grade1 students assessed as achieving B or higher in A-E end of year reporting to 35% (2022 Year 1 cohort decreased to 23% compared to 35% of 2021 Year 1 students)
- Did not Increase the amount of Grade3 students achieving high bands in NAPLAN Reading to 50% (Achieved 42% of students which was 1% less than the 2021 Year 3 cohort)
- Achieved the goal of 60% of Grade 5 students who achieved high bands in Grade 3 NAPLAN reading maintaining these results (Increased total High band Achievement from 13 students to 15)

Goal 2: Retain and increase the number of students achieving SEA and high bands in numeracy

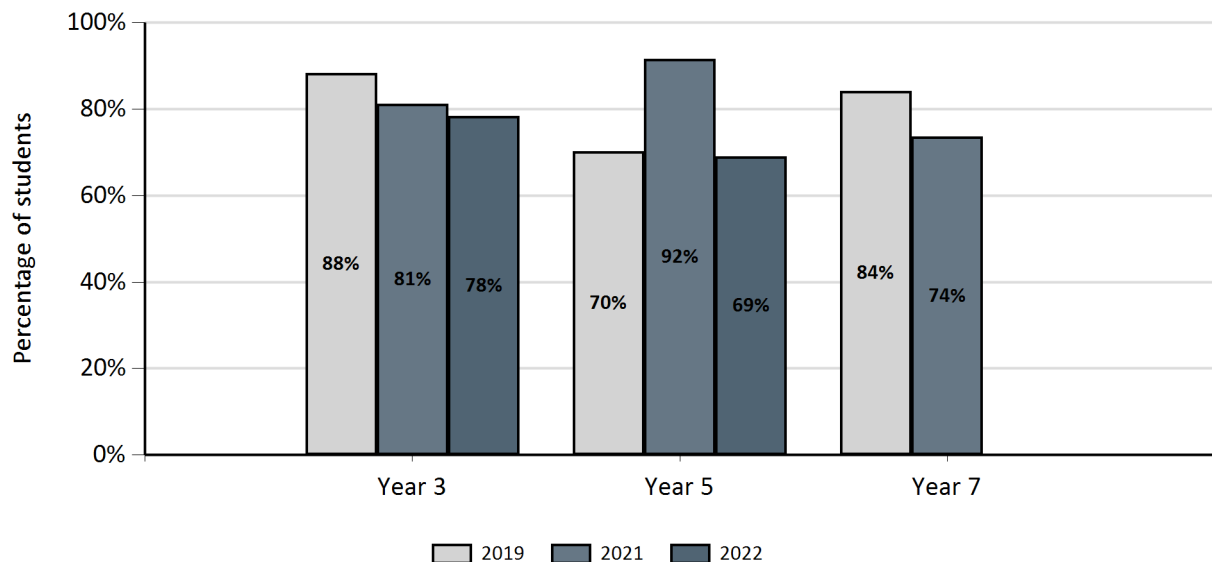
- Achieved an Increase in the number of Grade1 students assessed as achieving C or above in A-E end of year reporting to 75% (80% of 2022 Year 1 students achieved C or above)
- Did not increase the number of students achieving SEA and above in Grade3 NAPLAN numeracy results to 90% (72% of 2022 Year 3 students achieved SEA or above)
- Did not increase the number of students in Grade 5 achieving high band NAPLAN Numeracy results to 25% (16% of 2022 Year 5 students achieved HB)

# 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

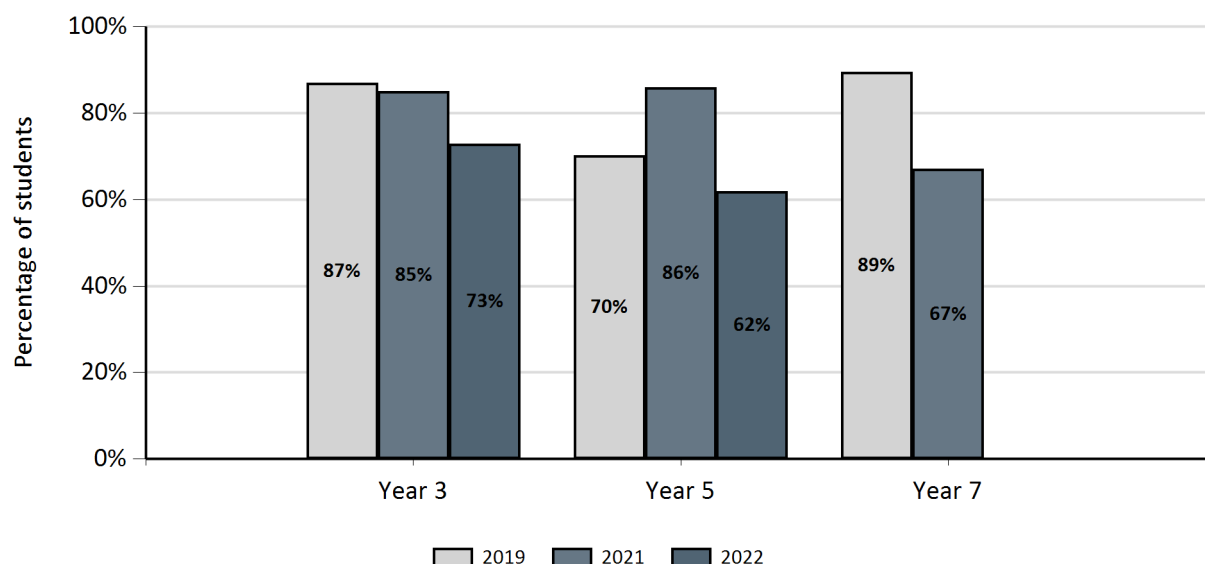


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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 03 2022	74	74	29	14	39%	19%
Year 03 2021-2022 Average	77.0	77.0	31.0	17.0	40%	22%
Year 05 2022	71	71	15	12	21%	17%
Year 05 2021-2022 Average	71.0	71.0	18.0	11.5	25%	16%
Year 07 2021-2022 Average	76.0	76.0	14.0	15.0	18%	20%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

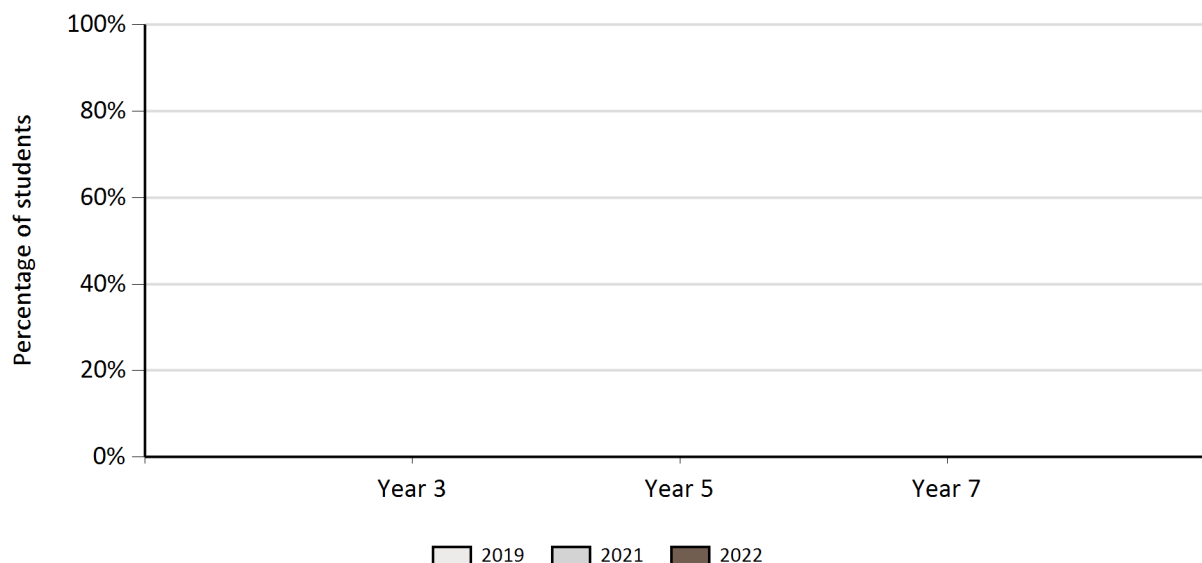
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



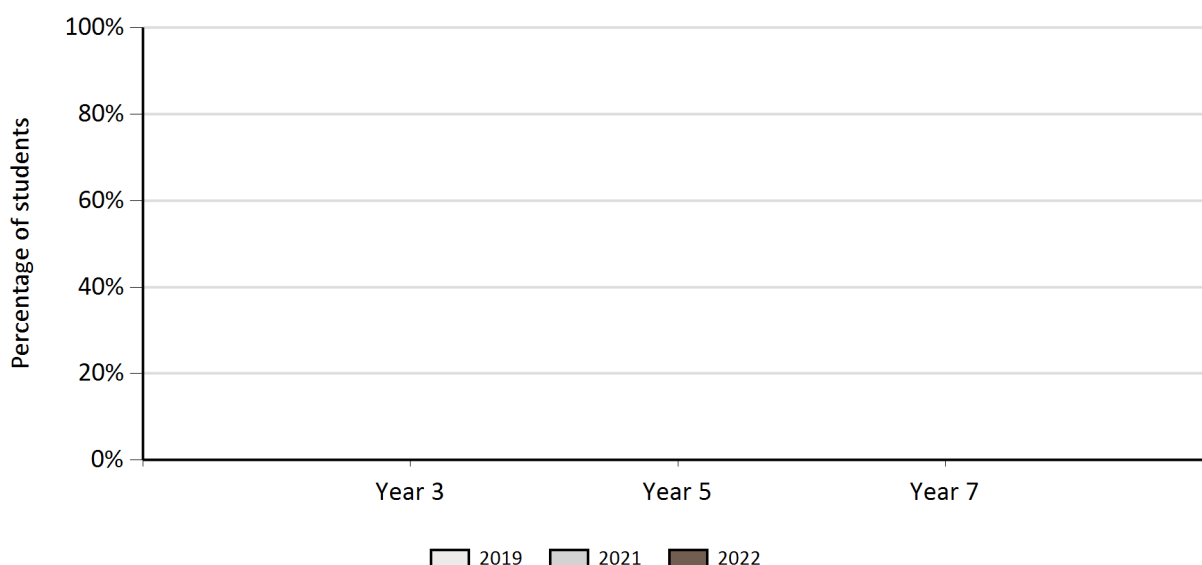
\*NOTE: No NAPLAN testing was conducted in 2020.

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

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 2022.

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 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 <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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<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.

## 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:

In 2022 the AET teacher regularly monitored and tracked learning growth for all ATSI students. This was supported within teaching teams where ATSI students were highlighted within whole cohort data sets for reading. Within this process, students were deemed as being 'at risk' or below school based bench marks were targeted through reading intervention. All ATSI students had One Plans created with specific learning goals. Students with the the lowest level achievement received individual intervention from the Aboriginal Education Teacher. 2022 saw a new ACEO employed by the school. The ACEO worked closely with the AET to specifically build community engagement. Strategies implemented included:

- ACEO regularly contacting families
- holding community get togethers throughout the year
- celebrating significant cultural days including Reconciliation Week, NAIDOC, Indigenous literacy day, White Ribbon day etc.
- Seesaw Page developed to connect all ATSI families and students directly to AET and ACEO. Student learning and participation in cultural learning was highlighted

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

- 70% of ATSI students achieving C or above for reading, including 24% of students being assessed as an A or B
- 82% of ATSI students achieving C or above for math, including 24% of students being assessed as an A or B
- 78% of ATSI students who sat NAPLAN in 2022 achieved SEA or higher in reading math, with 67% achieving at this level in writing
- 22% of ATSI students demonstrated high band achievement in NAPLAN reading
- 86% of ATSI students achieved SEA and above in PAT reading and 79% achieved SEA and above in PAT Math. 32% of these results saw ATSI students make more than 12 months growth

# School performance comment

Within the Junior School (F-2) InitialLit continued to be the central strategy to ensure all students develop strong phonic skills. With a strong foundation in place for young students we believe that we give students the best opportunity to not only become strong readers but also students who see reading as an enjoyable activity. Our Junior Literacy program is also complemented by the Heggerty program as well as MiniLit and MultiLit intervention programs. Junior school teachers closely track student data and respond to individual needs when progress is not being met at the expected level. In 2022, the school continued to see strong growth within Year 1 phonic screener results with 75% of students meeting SEA. This percentage continued the upward trend we have seen in these results over the previous 2 years. This strong growth in reading was reflected in overall A-E reporting with 70% of year 1 and 2 students being assessed as C or higher.

Our NAPLAN results saw a decrease in our overall school performance score from 0.53 to 0.47. These scores were impacted by some weaker NAPLAN scores particularly in numeracy. PAT testing conducted later in the year showed similar results.

Our results for 2022 showed

Year 3 Reading

-slight increase in students achieving at SEA to 76.3% ( 1.3%)

-slight decrease in High Band achievement to 30.5% (-3.3%)

Year 3 Numeracy

- Decreases in SEA achievement 67.1% (-7%) and High Band achievement 14.5% (-5.5%)

Year 5 Reading

-decrease in the number of students achieving SEA (-6.7%)

-slight increase in High Band Achievement to 20.6% ( 0.5%)

Year 5 Numeracy

- Decreases in SEA achievement 63.2% (8.6%) and High Band achievement 11.1% (-0.2%)

PAT Testing Reading

- 79% of Year 3 students achieving SEA and above

- 81% of Year 4 students achieved SEA or above which was a decrease of 7% however Year 4 students increased high band achievement from 12% to 32%

- 78% of students achieving SEA and above which is a 1% increase from 2021 results

PAT Testing Math

72% of Year 3 students achieved SEA and above

72 % of Year 4 students achieved SEA and above which was a 11% decrease from 2021 results

75% of Year 5 students which was a decrease of 2% from 2021 results



## Attendance

Year level	2019	2020	2021	2022
Reception	93.5%	91.0%	93.3%	90.0%
Year 1	95.3%	93.5%	92.7%	91.5%
Year 2	93.2%	91.7%	93.2%	89.2%
Year 3	94.0%	92.8%	94.5%	90.2%
Year 4	92.6%	93.7%	93.7%	91.1%
Year 5	93.5%	89.9%	93.8%	90.2%
Year 6	91.6%	92.1%	91.2%	89.7%
Year 7	92.7%	93.5%	91.2%	N/A
Total	93.3%	92.3%	93.0%	90.3%

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

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

## Attendance comment

End of year data indicated an overall attendance rate of 90.6% which was a drop compared to the previous 2 years. This number is well below the Department of Education target of 95%. We believe this percentage was significantly impacted by the COVID-19 pandemic with many students and families being forced into quarantine and isolation. We are also aware that families were more mindful of sicknesses and often were more cautious when sending students to school with minor sickness. During 2022 the school updated the Attendance Policy and implemented processes for classroom teachers and leadership class to track absences, especially if students started to reach chronic absence thresholds. An SMS system was also implemented to notify parents when students are not at school and request for parents to notify the school with reasons behind this absence.

## Behaviour support comment

The school continues to monitor and manage student behaviour in alignment with Department of Education and School based policies. During 2022 the school worked with staff and community members to update the existing Behaviour Support Policy. This policy is to be ratified by Governing Council in early 2023. The school works to create and facilitate a safe and supportive learning environment for all students and staff. This begins with our setting Up for Success Program that all teachers run with their students to begin the year. From our work with Berry Street, all classrooms include strategies such as Welcome Circles and Brain Breaks into daily routines. In 2022 our Social and Emotional Learning Program was expanded to include Play is the Way in the Upper School and Kimochis in the Junior School. Both these programs are specifically used to explicitly teach students regulation and social skills. During Term 4 the school engaged Bill Hansberry to work with staff on improving the way we support student behaviour in the classroom. This work will continue in 2023 as we once again work with Bill to focus on learning about restorative conversations with students.

## Parent opinion survey summary

the 2022 Parent engagement survey was conducted in the second half of the year and had 113 people respond. This was an increase of 8 people despite the school having nearly 80 less students. Overall the survey indicates a slight rise in overall satisfaction rates with the parent community.

Overall, the survey showed some areas of significant growth areas compared to 2021 results including:

- Has input into learning 10%
- Has good home learning routines 16%
- Education is Important 6%
- Equipped to plan pathways 15%

This also included some pleasing results at a specific question level including:

- I feel like my child is important to the school improving from 66% to 73%
- Teachers and students respect each other at the school from 76% to 86%
- Teachers at the school provide my child with useful feedback from 52% to 60%

The school did see an decrease in some areas including:

- Receives learning tips -10%
- Receives enough communication -8%
- Encouraged to help child learn -7%

When looking at this data we question the impact that some slight changes to communication procedures may have had including moving to online newsletters and moving our main communication pathways to See Saw and School Stream.

Engaging families in our school is crucial to the positive outcomes of children. This is an area that the school will continue to improve through offering opportunities for parent engagement as well as refining communication channels between school and home.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.0%
OV - LEFT SA FOR OVERSEAS	1	5.0%
QL - LEFT SA FOR QLD	7	35.0%
TA - LEFT SA FOR TAS	2	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	30.0%
VI - LEFT SA FOR VIC	3	15.0%

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

Reidy Park PS adhere to the Department of Education's policy in relation to the Working with Children Check for volunteers, sports coaches (who don't have their own children in the team) and camp helpers. All applications are completed online with approval being gained via email to the school and a letter to the applicant. Staff are aware of the need to have appropriate paperwork completed, lodged and to have received documentation back before volunteers participate in activities. This information is maintained at the school so it can be referenced when required.

# 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	51
Post Graduate Qualifications	9

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	30.3	0.3	11.7
Persons	0	32	1	16

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

## Financial statement

Funding Source	Amount
Grants: State	\$4,968,390
Grants: Commonwealth	\$4,646
Parent Contributions	\$181,903
Fund Raising	\$380
Other	\$56,595

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	The Student Wellbeing Leader aims to upskill staff understandings in relation to trauma informed practice, wave 1 and 2 adjustments and strategies which support student readiness to learn.	<ul style="list-style-type: none"> <li>- 91% of students in years 3-6 reported welcome circles help them get ready for learning</li> <li>- 88% of students in years 3-6 reported they had participated in the Zones of Regulation lessons throughout 2022</li> <li>- 100% of students in years 3-6 could identify the correct emotions linked to the appropriate zones colours</li> <li>- 88% of students in years 3-6 could identify at least one strategy they could use if they were in the yellow or red zone</li> <li>- 76% of students could identify character strengths and what they meant to them in their classroom</li> </ul>
	Improved outcomes for students with an additional language or dialect	Targeted language intervention and in class support programs are established to support students identified as being academically at risk.	100% of EALD learners achieving SEA or higher in reading
	Inclusive Education Support Program	Teachers use student data to identify those children who are deemed as being academically and or socially 'at risk'. These students are the referred through internal systems where the Deputy Principal and Wellbeing Leader discuss individual need and allocate resources to support academic or social learning.	- 107 Individual students participated in targeted academic and social/emotional learning intervention groups or individual sessions
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	InitialLit has been implemented across all F-2 classrooms within the school. This program has required ongoing professional development to cater for new staff entering the program as well as significant resourcing eg books, program resources etc. This program is supported by an extensive intervention program that responds to student data as children are identified as being 'at risk'. The number of students funded under ISEP continued to grow. This has seen the number of SSO staff members grow. All ISEP students worked toward achieving goals outlined within One Plans.	<ul style="list-style-type: none"> <li>- 7 new students were assessed as being eligible for IESP funding</li> <li>- 70% of Year 1-2 students achieving C or above in A-E reporting including</li> <li>- 73% of Year 1 students achieving SEA in the Phonics Screener</li> </ul>



Program funding for all students	Australian Curriculum	<ul style="list-style-type: none"> <li>- Whole site focus on reading achievement, driven by the employment of a B2 Curriculum Leader</li> <li>- Investment in building staff collaboration and consistency skills and creation of a PLC model of working. Central to this initiative was staff professional development through engaging an external educational consultant</li> </ul>	<ul style="list-style-type: none"> <li>- Improved focus on student data and the use of research has allowed teachers to better target specific learning needs of students and differentiate curriculum</li> <li>- Consistent approach to teaching phonics and reading skills in Years F-2</li> </ul>
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	<ul style="list-style-type: none"> <li>- SSO allocation to support intervention programs</li> <li>- Teacher release time to support planning, assessment and observations</li> <li>- Professional Development to build capacity of staff to cater for complex behaviour needs</li> </ul>	<ul style="list-style-type: none"> <li>- Improved phonics screening data and a high number of students participating and completing reading interventions</li> <li>- High level of teacher satisfaction with professional development opportunities that responded to teacher led need for capacity building (work with Bill Hansberry in behaviour support and restorative conversations)</li> </ul>
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A