



Parkside Primary School

2022 annual report to the community

Parkside Primary School Number: 328

Partnership: Greenhill South

Signature

School principal:

Miss Adrianna Kyriacou

Governing council chair:

Stephen Causby

Date of endorsement:

2 February 2023



Government
of South Australia
Department for Education

Context and highlights

In 2022 we started the year with a combination of online learning for years 3 to 6, and onsite for our younger students. What we saw during those weeks from students, teachers, SSOs and parents was adaptability, positivity, creativity and a sense of perseverance. A new challenge for all of us was setting the scene and building those relationships through a computer. While it certainly wasn't ideal, teachers persisted and relationships started to form. I was so proud to be able to support everyone from school both virtually and in person. Upon reflection, the observations I have made about the children's learning experience during the pandemic were:

- Greater access to digital tools as an aid towards learning
- Independence onsite as they are organising themselves far greater

After a bumpy start in Term 1, many activities were able to resume from Term 2. After school sports resumed; this year, we saw a higher participation rate across summer and winter sports. Basketball certainly was a favourite. Our Sports Committee worked tirelessly to look at the fees and ways of engaging more people. POP Committee were able to do a few more things this year. Two elections this year meant that we needed to seek more support from families. The first election was hard as it was in the middle of the peak but we were grateful to parents who came out. The much loved school disco returned, and again, there was huge support from our parent volunteers to bake goods and run the evening. POP also organised Mother's and Father's Day stalls, and the Sports Day raffle baskets. .

This year, three-way interviews resumed face to face. The value of having students at these interviews is integral in including students in their learning journey and giving them a voice. They are present to discuss where they are at and what next steps they need to take. Parents are able to request interviews at any other time, so it's really important that we have these interviews in Term 1. Our Learning Expo returned this year - we did go back to an evening format but just made it a little earlier. We believe even with the time change this was highly successful, with around 80% of parents still in attendance. Learning Expo is another great way for students to have a voice and share the learning that we all know they are so proud of. Camps for Year 3 and 6 students are an important part of Team building and Adventure skills. This year, our Year 3s went to Aldinga and Year 6s to Mylor. I visit these camps and always come away with a sense of pride as I can see the fabulous relationships that are built at these events. I thank our Year 3 and 6 teachers for giving up their evenings to be able to provide this opportunity to students. Student enrolments started low with 323, due to Year 7s moving to high school but we needed the year with 358 students enrolled. We continue to build our numbers and look to gain students down the lower end.

The school includes:

- 23 EALD students
- 4 Aboriginal students
- 28 School Card holders
- 15 students with a disability

Governing council report

2022 was another history making year for Parkside Primary with the first year of having no year 7s at the school and the permanent appointment of many new teaching and leadership positions.

As the year 6s suddenly became the heads of the school, the associated challenges with losing an entire year level were ever present. It was hearting to see how the school community was able to adapt and overcome some of these challenges such as the decrease in canteen sales and with the year 6s having to step up to lead the school. Despite the lower student numbers, and the unprecedented food cost increases, the school canteen responded with numerous specialty days to finish in a strong financial position whilst it continues to provide quality affordable food. As always thanks to Ash Gibson and her dedicated team for their unwavering commitment in providing this amazing service.

The permanent appointment of Adrianna Kyriacou as Principal was great news, giving the school the continuity and assurance it sought last year to continue along with great work being done in the SIP space and for the school in general. In addition to this, while it was sad to say goodbye to Reece Freak, it was also fantastic news to welcome Jenna Krinas as the Deputy Principal and Kylie Newbold as the Assistant Principal. A fantastic leadership team to steer Parkside Primary into the future!

The Grounds Committee continued to work on executing their plans for improving the school grounds. Projects included the design and initial building of new mud kitchens, improvements to the Western playground with a new screen erected and the planning of a number of garden beds along Young St. and throughout the school, to enhance and beautify the school. The regular working bees coordinated by the committee provided opportunities for parents and teachers to meet, greet, mingle and become ingrained within the school community.

The Sustainability Committee continued to drive improvements this year with some key activities being the maturation of the waste management plan for the school and the design, manufacture and installation of new recycling receptacles to support the recycling and segregation goals for the school.

The POP committee continued their amazing work with many fundraising initiatives, notably the school disco coming back this year. Unfortunately, pandemic and other challenges meant the cancelation of the quiz night and the fig tree night, however I am assured that both will go ahead in 2023.

The afterschool sport program was again successful in providing opportunities for all children to try out and participate in a huge variety of sports. Participation levels remain very high in basketball and across all sports. Again, this wouldn't be possible without the hard work and dedication of the Sports Coordinator, and other volunteers who give up their time to coach and manage our teams!

A very big thanks to everyone who chairs and support the subcommittee. It's a thankless task but it does not go without notice. It has been a pleasure to work with everyone on the Governing Council in 2022 and I hope we can have an even more successful year in 2023 hopefully with a few less challenges.

Quality improvement planning

Student learning achievements are reviewed and evaluated regularly throughout the school. Stage 5 of this review process is through our Site review day in Term 4 where we looked at our achievement, perspective data and whole school planning processes to set our priorities for the following year.

Within our Site improvement Plan a traffic light process of review is conducted twice a term on our actions and next steps. We can have seen steady improvement in both Maths and Literacy with our school improvement score continuing to grow. This has been the first year of a new Site improvement plan cycle and we have observed a deeper, targeted approach towards these actions.

In Writing, the strategies and work we have had a focus on include:

- All teachers working collaboratively within their CLT on an Action research to identify key strategies that are making a difference in the classroom.
- All teachers using a targeted teaching cycle informed by their Brightpath moderation to provide feedback to students on their achievement and next steps in Persuasive and Narrative texts
- All teachers participate in professional development on the Science of Reading – an integrated approach to English.
- Teachers use goal setting in Writing and conference students on these goals so they are aware of their next steps.
- All teachers explicitly teach functional grammar to support sentence structure through the Units of Work.
- All teachers in R-2 teach an evidence based Systematic Synthetic Phonics approach, and in 3-6, a differentiated inquiry spelling approach to explicitly teach morphology. The essence of this work is that classrooms have a word conscious classroom.

.In mathematics areas focused on this year and key strategies include:

- Teachers identifying 6 high band students to track and monitor; this is now being used to track strengths and misconceptions in maths and apply to other students and focus areas for 2023.
- All teachers adapting learning intentions and success criteria for students so they know what they are learning and why
- Teachers participating in professional development on a mastery mathematics approach
- Teachers ensuring there is adequate access to concrete, visual and abstract materials for all students.
- Clear intervention through the Big Ideas in Number R - 6
- Teachers identifying misconceptions so the teaching is targeted
- Teachers designing learning that deliberately features consistent vocabulary
- Teachers incorporating bump it up walls in mathematics
- Students creating maths goals and teachers providing feedback based on this.

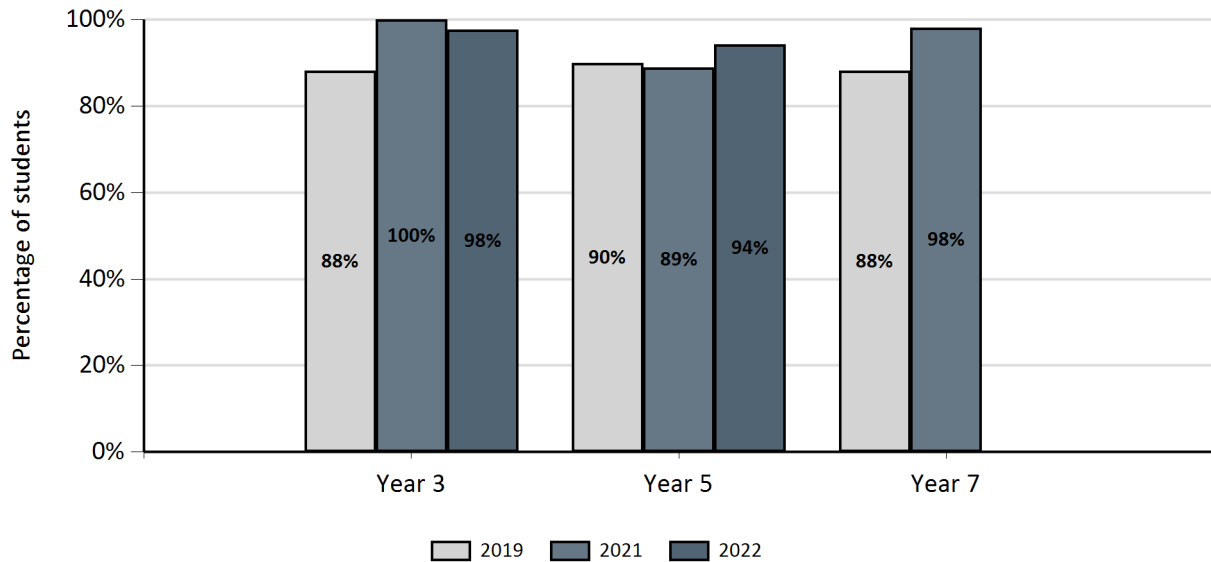
Year 1 phonics results have seen a significant jump this year. 92% of students reaching benchmark with those students who didn't on intervention. This increase was the result of four years of work in creating a synthetic phonics approach. Evidence shows that the introduction of the daily Heggerty phonemic awareness programme and decodable readers have also contributed to our phonics success.

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

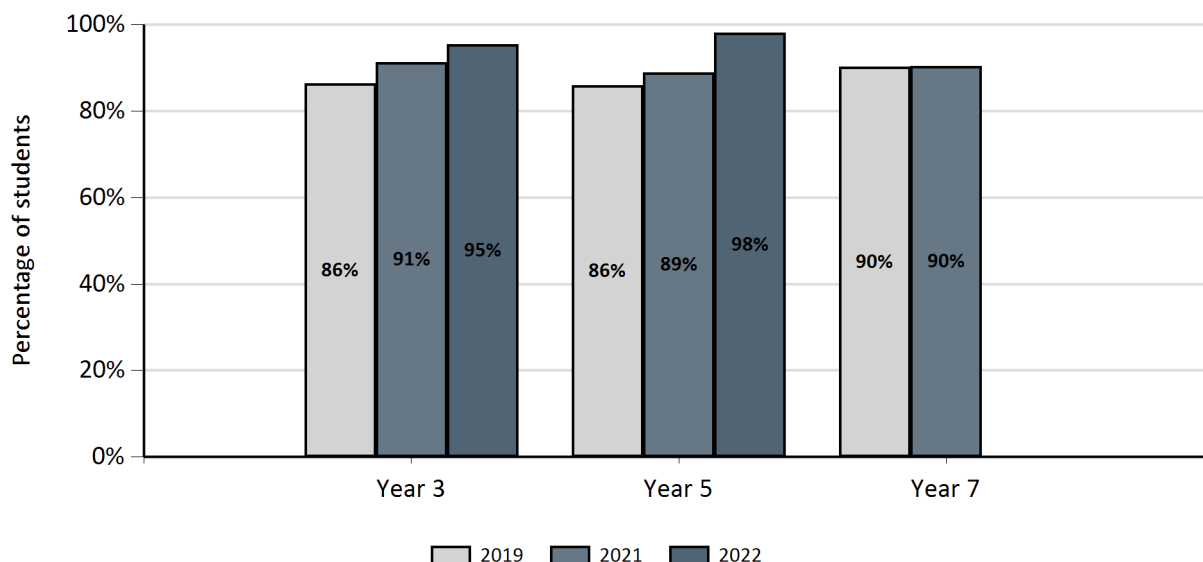


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	44	44	33	26	75%	59%
Year 03 2021-2022 Average	51.0	51.0	40.0	30.0	78%	59%
Year 05 2022	52	52	37	28	71%	54%
Year 05 2021-2022 Average	57.5	57.5	36.0	27.5	63%	48%
Year 07 2021-2022 Average	52.0	52.0	24.0	29.0	46%	56%

*NOTE: No NAPLAN testing was conducted in 2020.

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

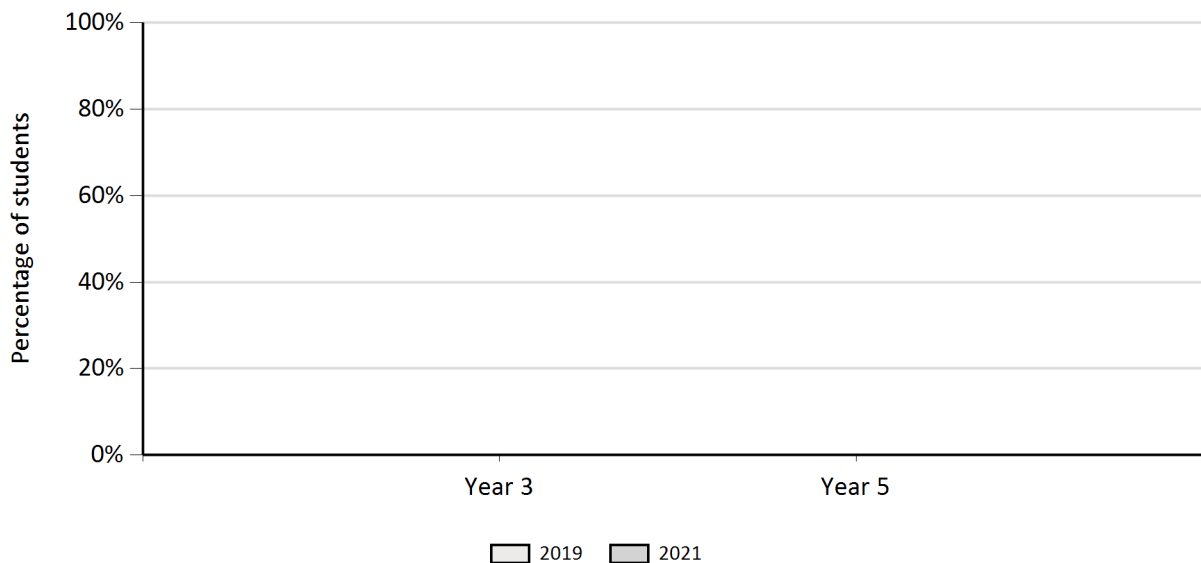
[^]includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



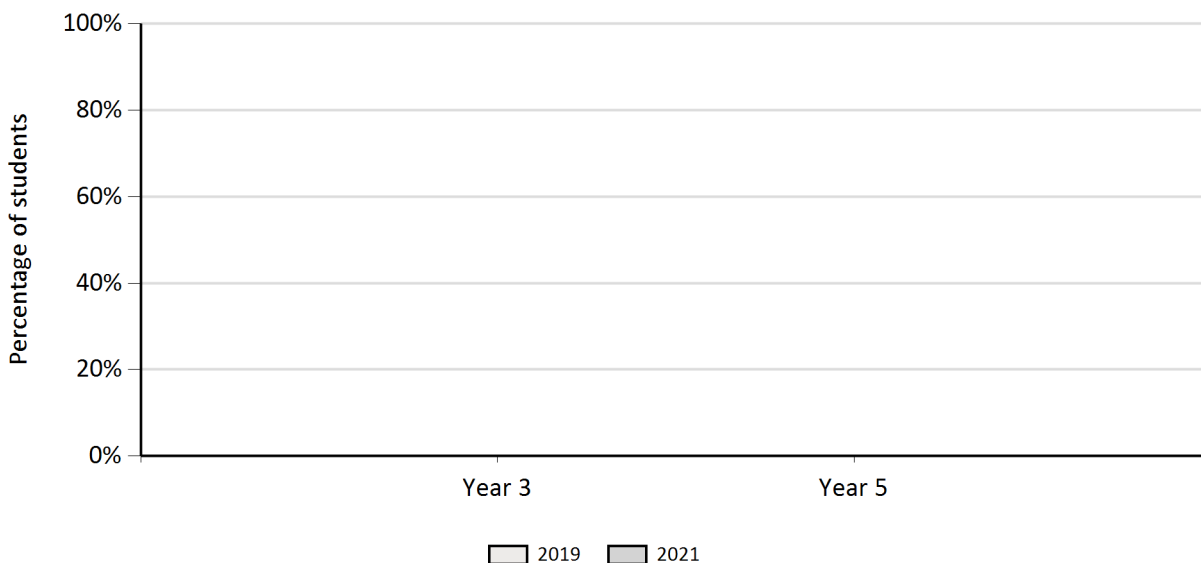
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 [^]		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 2021-2021 Average	*	*	*	*	*	*
Year 05 2021-2021 Average	*	*	*	*	*	*

*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: Quality Teaching

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

We have two new Receptions join this year both with First nation background. We have engaged with ALALR through

- Focus on raising literacy and numeracy achievement for all Aboriginal learners
- Promoting a school-wide approach to embed culturally appropriate ways of supporting Aboriginal learner achievement.

All Aboriginal learners receive allocated time with an SSO around their literacy and numeracy skills and understanding. This has seen their results increase over time. We have also used our RAP team to promote a school wide approach. We now have a school Kurna acknowledgement that all students are learning to read in Kurna language.

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

All Aboriginal learners receive allocated time with an SSO around their literacy and numeracy skills and understanding. This has seen their results increase over time. Students in Years 4 and 6 who participated in PAT this year all saw scale score improvements. They both have targeted goals and a one plan to work towards these goals.

School performance comment

Maths

In Mathematics, most targets were met. In NAPLAN Numeracy, or primary source of summative achievement, we achieved each increased SIP target with the exception of year 3 numeracy. In NAPLAN, our targets were set through achievement in the high bands of NAPLAN, which are students hitting the top 2 bands in their assessed year level. Year 3: 60% in High Bands (27 students), Actual: 59% (26 students). Year 5: 45% in High Bands (22 students), Actual: 54% (28 students). Year 7: 55% in High Bands (25 students), Actual: 56% (29 students). Parkside set about reaching targets by supporting students to identify and articulate their next steps in learning through explicit teaching of goal setting. In term 3 Early Years teachers received curriculum units of work and attended workshops to support them to deliver these next year. Teachers in the middle and upper primary worked to embed more opportunities for rich problem-solving by adapting the units of work. Teachers across the Greenhill South Partnership worked together to moderate tasks using co-designed A-E rubrics to support consistent grading and reporting practices in Mathematics, which resulted in more students achieving above year-level standards at the end of the year across years 1-6. At the site, professional learning targeted the teaching of Mastery in Mathematics, and this work will continue next year to support teachers to engage students in multiple exposures of concepts in number through their learning design, and incorporating more opportunities to access concrete, visual and abstract tools to solve problems. Through an updated SIP and a new process of setting achievable and comparable targets, the site aims to see a greater number of students achieving high bands in Mathematics in 2023.

Literacy

In Writing, most targets were met, with pleasing gains made in Year 5. In NAPLAN Writing, or primary source of summative achievement, we achieved each increased SIP target with the exception of year 3 writing. Year 3: 70% in High Bands (32 students), Actual: 59% (26 students). Year 5: 40% in High Bands (19 students), Actual: 38% (20 students). Year 7: 50% in High Bands, Actual: 47%. There was an increase for all year levels meeting SEA. The Year 1 Phonics Screen Check yielded excellent levels of achievement of 83% (up from 82.5% in 2021) of 45 year 1 students reaching benchmark. 91.3% of 45 students tested reflected 4 students did not meet SEA, as 1 did not participate and 2 were absent during the testing period. Students who did not achieve benchmark were identified prior to the Check in reception and have engaged in targeted Systematic Synthetic Phonics intervention this year. Year 2 students completed the DIBELS Oral Reading Fluency assessment as part of the DfE assessment trial in terms 1 and 2. In the Beginning assessment in term 1, 89.7% reached benchmark for Year 2. In the Middle assessment in term 2, 78% of students reached benchmark. In response to this data, educators in the Early Years engaged in Action Research where they developed a Reading Fluency rubric to use with children and set targeted reading goals based on individual results. Next year, they will use this data to regularly progress monitor students not meeting benchmark. This assessment will now be incorporated into our Assessment Schedule for Literacy. All teachers used the Brightpath tool to moderate and set writing goals for their students with regular monitoring; this is a high-impact practice that will continue into 2023 and will support teachers to continue to embed the formative assessment into the curriculum units of work.

Attendance

Year level	2019	2020	2021	2022
Reception	93.5%	94.9%	94.1%	93.0%
Year 1	95.2%	93.2%	95.6%	84.3%
Year 2	94.8%	94.8%	93.0%	91.6%
Year 3	93.0%	93.6%	93.6%	87.6%
Year 4	93.9%	92.2%	95.8%	88.6%
Year 5	93.2%	92.0%	92.9%	92.4%
Year 6	93.9%	91.7%	92.5%	87.8%
Year 7	94.9%	93.6%	94.6%	N/A
Total	94.0%	93.2%	93.9%	89.2%

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

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

Attendance comment

Our attendance rate for 2022 was 90%. This is a slight decrease from previous years. This is because we had three students who had higher rates of absence due to COVID precautions and had their schooling at home. We managed this by continually talking to them and providing what resources we could. Encouraging them to return to school when they felt comfortable. We had two students with severe anxiety/health concerns. Teacher and leadership support was provided to get them at school. We also had two families who took extended leave and travelled around Australia. This year as borders opened several families went overseas for an extended period, visiting family. We have continued to monitor some lateness across the school and put regularly reminders in our school newsletter.

Behaviour support comment

This year, we have continued to use and implement the Parkside Primary School - Behaviour support policy with staff, students and parents. We use the Behaviour Support Toolkit to educate staff and provide behaviour strategies that can be used in the classroom and within their teaching practices to support students. We continue to build on using consistent language throughout the school, use a strengths based approach and promote restorative practises with students. We have worked closely with our Behaviour Coach for support with challenging behavaiours. Our student wellbeing data and BeYOU survey data has guided our wellbeing action plan. Maintain - Emotional engagement with teachers, academic self concept and friendship initmacy which have all indicated growth.

Actions:

- Establish that school is place where students can show emotions and students have the ability to manage emotions
- Teach strategies that enhance wellbeing
- Have a positive tone of the school environment that all students feel included and connected
- Students have the tenacity to stick with things and pursue goals, despite challenges that arise

We will work with SRS team to build teacher knowledge in 2023.

Parent opinion survey summary

The parent opinion survey was completed by 115 parents via a text message with a unique link to complete the survey. The survey report was very positive, with growth in proportion of agree - strongly agree in 12/15 focus areas. Many parents indicated that people at Parkside are respectful (88% indicating agree - strongly agree) and that teachers and students are respectful (93% agree - strongly agree). Our school community continues to value education. Parents believe that education is important (92% agree - strongly agree) and that they regularly talk to their child about school (92% strongly agree).

Common thread in School Climate comments:

Some love seesaw, some don't get enough - 82% believe there is enough information communicated. Parents have indicated the updates received are sparking conversations with children.

More info from teachers about student learning/progress would be useful, not just before reports are distributed.

Actions: Exactly the same information (to limit confusion) given through multiple channels (Newsletter, Skoolbag, Seesaw). Generate consistent information that will be shared across all classes at Acquaintance Night.

Common thread in Learning at school comments:

Homework expectations not clear as they are not always consistent across classes

More information about child's academic performance – rather than just before report

Clearer understanding needed for parents on the standard of work expected

Actions: Continue to provide term overviews (teachers) and end of term reflections (students and teachers)

Common thread in Learning at home comments:

Homework expectations not clear as they are not always consistent across classes

Actions: Continue what we are doing in CLTs to develop consistency across classes, mostly positive comments from parents in this area.

Common thread in Future plans and pathways comments:

Better communication from the school to assist parents support our children's learning would be useful (Parent Reps indicated that writing examples in the Newsletter have been a good way to show this).

Composite classes and reasons for this (Acquaintance Night and Newsletters)

Actions: Further work needs to occur in informing parents on the standard of work required, providing some parent evenings on the way A-E grading works.

Leadership regularly meet with Parent Reps to discuss, inform, communicate and educate parents on whole school initiatives (wellbeing, Literacy and Numeracy), Site Improvement Plan (targets, actions etc), Collaborative Learning Teams (how they work, how teachers undertake action research to improve practice etc) and possible guest speakers for the community.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	12.5%
NS - LEFT SA FOR NSW	1	12.5%
OV - LEFT SA FOR OVERSEAS	1	12.5%
QL - LEFT SA FOR QLD	1	12.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	37.5%
VI - LEFT SA FOR VIC	1	12.5%

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

All volunteers at the school are required to fill in a Volunteer pack. They must provide evidence of RRHAN screening and Working with children when participating in camps and in the canteen. As this information became clearer for all, we saw an increase in those wanting to volunteer within the school. We expect with COVID guidelines loosening we will start seeing more volunteers in schools again.

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	29
Post Graduate Qualifications	8

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	22.3	0.0	7.8
Persons	0	26	0	11

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

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$3,200
Parent Contributions	\$218,484
Fund Raising	\$9,870
Other	\$0

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	Student wellbeing leader works collaboratively with teachers and students to ensure the Wellbeing for Learning and Life framework is embedded across the school. The wellbeing team has created an Action Plan for students and educators that will guide wellbeing initiatives and education to support students' wellbeing. Educators are using the Be You resource/framework/website to empower themselves to promote positive mental health in children and themselves. Wellbeing Leader is part of the Partnership Wellbeing Team.	Be You survey (student and educator) completed in August to identify strengths and actions to promote whole school wellbeing initiatives. Student Wellbeing and Engagement survey completed in March. Data has been collated and analysed to create a Wellbeing action Plan for students. The Action plan will be used to guide teachers and support whole school initiatives. Educators using the Be You resource/framework/website has/will help develop educators' confidence to support mental health and wellbeing of students and self.
	Improved outcomes for students with an additional language or dialect	Funding was used to employ an SSO for 4 hours a week. She worked with students Year 1 to 6 alongside the LEAP levels, providing explicit intervention that targeted English program in the classroom.	These student literacy levels showed significant growth.
	Inclusive Education Support Program	Students on a One Plan received targeted support on their specific goals. A collaborative approach from teacher, SSO and family support adjustments to be made. Teachers and SSOs meet termly to identify next steps within the plan.	All students are received specific support targeted to their one plan aims and goals. Student progress is reviewed termly to identify progress to goals and next steps and then end of the year a review meeting occurs. All students have achieved several of their goals.
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>	Funding is used to allocate support hours for all ATSI students. In 2022 we had four students receive support and they were allocated 90 mins each week with an SSO. Specific focus for these sessions was in Literacy and Numeracy and supporting them to show growth in these areas and to grow in their confidence. SSOs met with teachers throughout the year to ensure any goals were adjusted.	Review meetings occurred. Literacy and Numeracy outcomes have shown improvement for all students.

Program funding for all students	Australian Curriculum	Teachers were released to work in Collaborative learning teams focusing on a high impact strategies or topic through an Action Research. Teachers align this work to Site Improvement plan/curriculum. Teachers are also now using this to adapt and adopt the Units of Work. Pupil Free Day time was used to look a consistent curriculum planning at Parkside and how this can be effectively done through teams.	All teachers are highly collaborative and consistent in their planning of curriculum. Each CLT have completed a full Action research cycle. Teachers are familiarising themselves with Units of work. Moderation occurs at the school informally and formally throughout the year, allowing for consistent A-E grading.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Better schools funding was used to support teachers around their performance and development goals that is in line with our Site Improvement plan. Teachers seek further training in literacy and numeracy, that is dependent on their goals. They also participate in peer observations and this supports increasing student learner achievement.	Each students literacy and numeracy learning has seen further development due to consistent training and development provided to educators.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a