



# Stirling East Primary School

## 2022 annual report to the community

Stirling East Primary School Number: 413

Partnership: Mount Lofty

Signature

School principal:

Mr Jess Moroney

Governing council chair:

Ben Dry

Date of endorsement:

3 February 2023



Government  
of South Australia  
Department for Education



## Context and highlights

Stirling East Primary School commenced the 2022 school year with 520 children across 19 classes. At the conclusions of 2021, all year 6s and 7s transitioned into the high school setting, which allowed Stirling East to reduce the number of classes to 19, providing the physical space for a dedicated LOTE (French) room.

2022 started again in unusual circumstances, with only reception and year 1 students returning for day 1 and all other year levels learning from home. While the staggered start was not the preferred way to start a school year, our staff, students and families were exceptionally well prepared to make the most of the situation. The first few months, also came with restrictions of adults remaining off-site and masks being worn for the majority of the school year. Towards the end of the school year we were grateful for most restrictions to be lifted and saw many parents and caregivers return on-site and most events returning.

Staffing at Stirling East Primary School is historically quite consistent from year to year. 2022 brought the retirement of two long standing staff members including principal, Stephen Measday after providing leadership and care over the past 8 years at SEPS. Additionally, Denise Stringer, who after 20 years of providing exceptional music education for our students retired midway through term 2. Richard Walker has taken on the role of music education and has been fantastic honoring the quality program handed over to him by Denise, whilst adding his own creativity and flair. A third significant farewell at the conclusion of 2021 to assistant principal, Stephanie Tulloch who won a principal position at Coorara Primary School. At the midway point of the school year, a panel selected Louise Hanrahan as assistant principal (teaching & learning – student support) for the next 5 years. Louise commenced in term 3 and brought exceptional knowledge and expertise to the school.

Our school continued to excel academically across the entire curriculum, with both internal and external data sets highlighting the school achieving well above state and national averages. The exceptional quality of teaching and support staff at this school is a major reason behind the high achievement of students. The collective approach to planning and delivering quality learning and supporting children across the full spectrum of ability is exceptional at SEPS and is something to celebrate.

As restrictions eased, many activities returned to the calendar including a term 3 Tour of Learning which had hundreds of families flock to the classroom to check out the exhibition of student learning. Major sporting events continued with great success across a range of disciplines. The arts was also showcased throughout the year including a range of music concerts, our orchestra and choir performing at the festival theatre and a highly engaging series of end of year performances.

Governing Council welcomed Jess Moroney as the new principal and provided guidance and support throughout the first year of his tenure. Ben Dry and Andrew Lane shared the chairperson role in 2022 and will both be concluding their time at SEPS at the end of 2022. They have been highly supportive members of the Governing Council and will be missed as they venture into the new chapters of their lives. Fundraising was again well coordinated by Governing Council, who continue to work with the community to provide additional funds to enhance learning programs and school facilities. OSHC has again had a successful year, with co-directors Amie and Ellen ensuring high quality staff continue to provide a quality program. Vacation care programs were always varied and engaging, including a vast range of excursions and even a sleep over.

Whilst 2022, brought complexity with COVID-19 restrictions and many staff and student absences, it was highly a highly successful and engaging school year.

## Governing council report

This is my last year as the Chairperson for the Stirling East Primary School Governing Council, a position that I feel very privileged to have held. The Governing Council members have worked as a cohesive group where everyone has had an equal voice and the level of conversation has been one of respect, our meetings have remained buoyant and we continue to work at high momentum.

It has been a great year with significant and positive change from our new principal Jess Moroney who has already made his mark on the school with very positive feedback from parents and students.

We have been fortunate to have new members join this year, Rosie and Graham, ensuring that we continue to have passionate involvement from our community. We have raised much-needed funds through a number of fundraising activities including the Wine fundraiser and the end-of-year Raffle, all of which were wildly successful and allowed us to fund the environmental leader's program and an Indigenous garden.

We have continued to onboard the recommendations of the audit and make adjustments to the recording of our minutes to ensure a high level of professionalism and accountability at all times. As a council we have supported the roll over to an updated constitution, ensuring compliance and good governance.

This year will see both myself and Andrew Lane leave the governing council after very long terms, my youngest child finishes year six at the end of 2022 and Andrew is moving with his family to South Africa.

The governing council is in great hands with new families joining the school and a fresh set of members showing interest for next year.

# Quality improvement planning

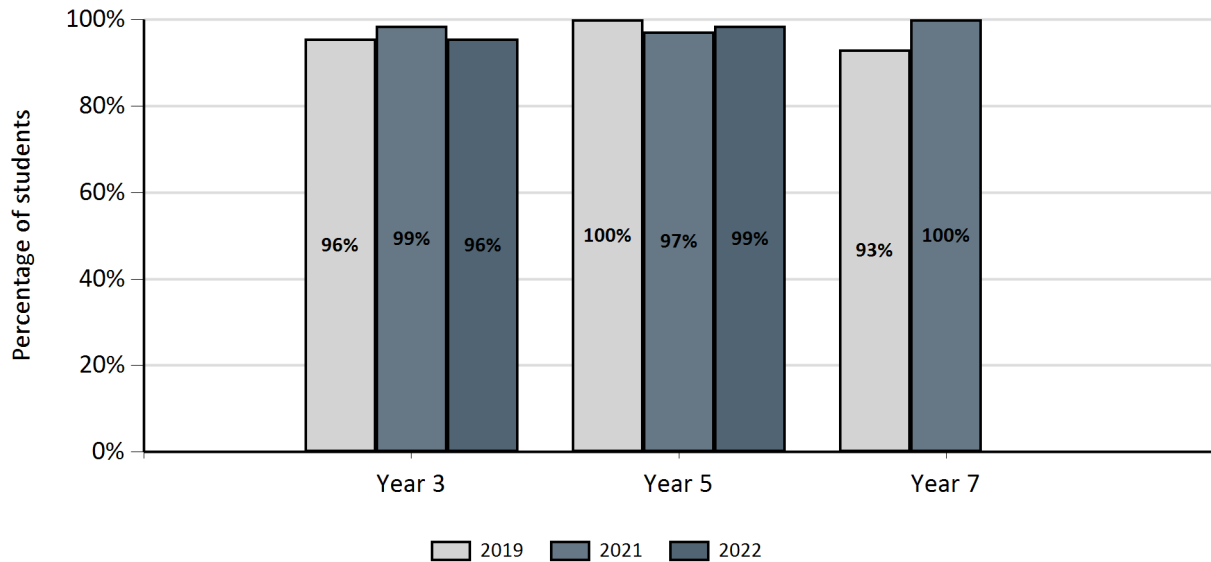
Staff at Stirling East Primary School continued their improvement journey working with school leadership and external consultants. The newly formed leadership team worked collaboratively with the staff, Governing Council and students to develop a three year school improvement plan 2022-2024. The major focus areas of mathematics and reading included a challenge of practice and student success criteria aimed at enhancing already good practice and high achievement. For a number of years, Stirling East Primary School has prioritised school improvement in literacy, which has provided a solid base for us to continue to build on in future years. Throughout 2022, our staff consolidated their understanding of the Orton-Gillingham approach with the intention of adopting this as a pedagogical approach, aligning it to the DfE phonics scope and sequence. Our staff worked collaboratively to ensure consistency in language and approach when teaching and learning reading. Additional progress was made to complete the shift from levelled benchmark readers to decodable texts. This was strengthened by the appointment of Louise Hanrahan (assistant principal) who has been leading this work across the state. Louise supported both staff and students to improve their understanding in the Science of Reading (SoR) providing professional learning for staff and workshops for parents. Parent workshops were well received and will return in 2023. As a school we have adopted a new assessment, tracking and monitoring system for reading to provide teachers with a detailed understanding of where each child is at and their next steps for growth. In the second half of the year, our staff engaged with mathematics coach, Sarah Centofanti. Through two student free days and a series of master class sessions, our teaching and support staff focussed on: engaging children in productive struggle through problem-solving, developing mathematical mindsets and the Big Ideas in Number (BiIN). Staff again worked collaboratively in professional learning teams to support each other to develop a deeper understanding of evidence based approaches in mathematics. This focus will again remain on the agenda in 2023. Chris Bennie (assistant principal) ensured impactful, purposeful use of technology remains a focus within the teaching and learning at Stirling East. A digital technology team supported their colleagues to analyse units of work ensuring when technologies are being incorporated in learning it is to enhance the quality of learning rather than simply replace traditional methods. Chris' work over many years has contributed significantly to the quality teaching and learning at SEPS. While our academic results are still some of the highest in the state, our staff and school are committed to continuously improve and ensure we continue to provide exceptional teaching and learning for every child in every class. The external assessments (NAPLAN, Phonic Screen Check, PAT) demonstrate high performance with approximately 95% of children exceeding the standard of educational achievement, more than 40% of each cohort achieving in the 'higher bands.'

# 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

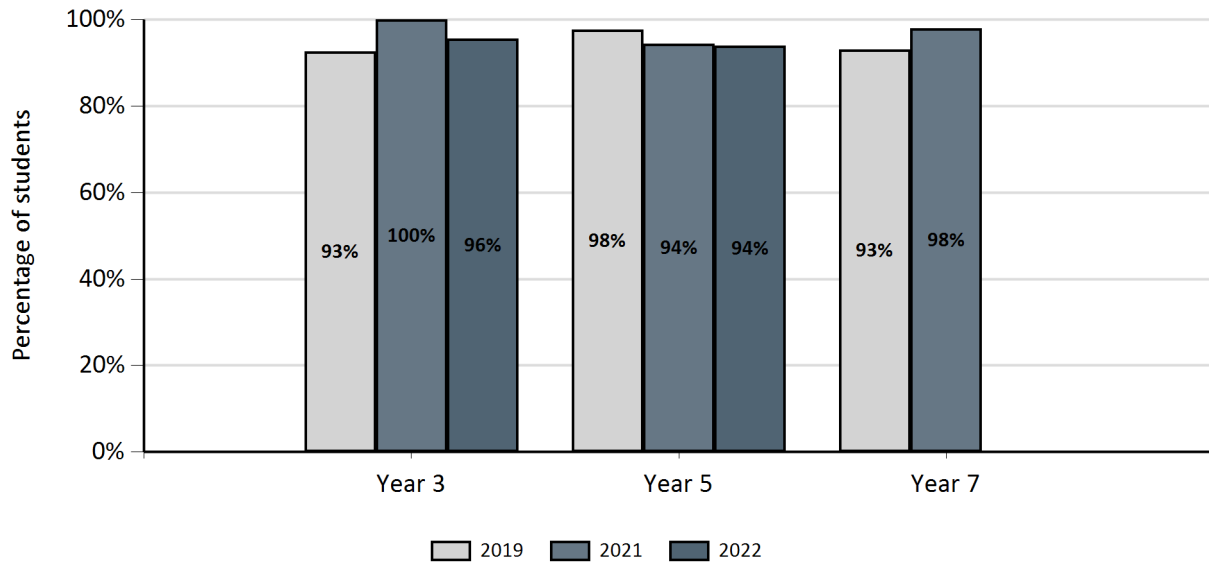


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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	68	68	52	39	77%	57%
Year 03 2021-2022 Average	68.0	68.0	53.5	37.5	79%	55%
Year 05 2022	67	67	41	27	61%	40%
Year 05 2021-2022 Average	69.0	69.0	42.5	27.5	62%	40%
Year 07 2021-2022 Average	51.0	50.0	26.0	30.0	51%	60%

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

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

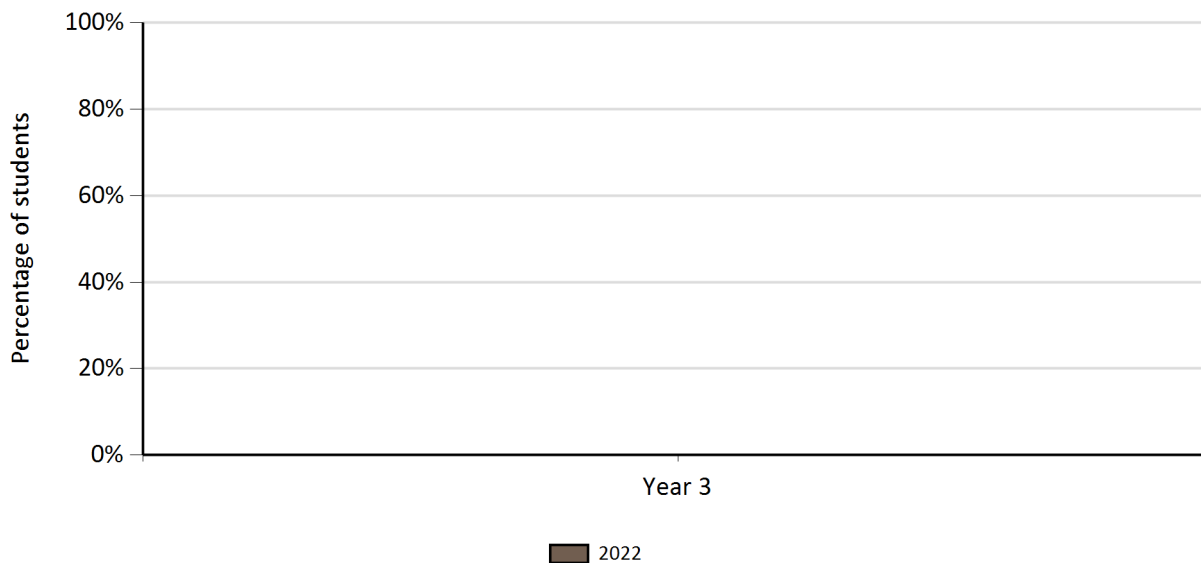
<sup>^</sup>includes absent and withdrawn students.

\*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



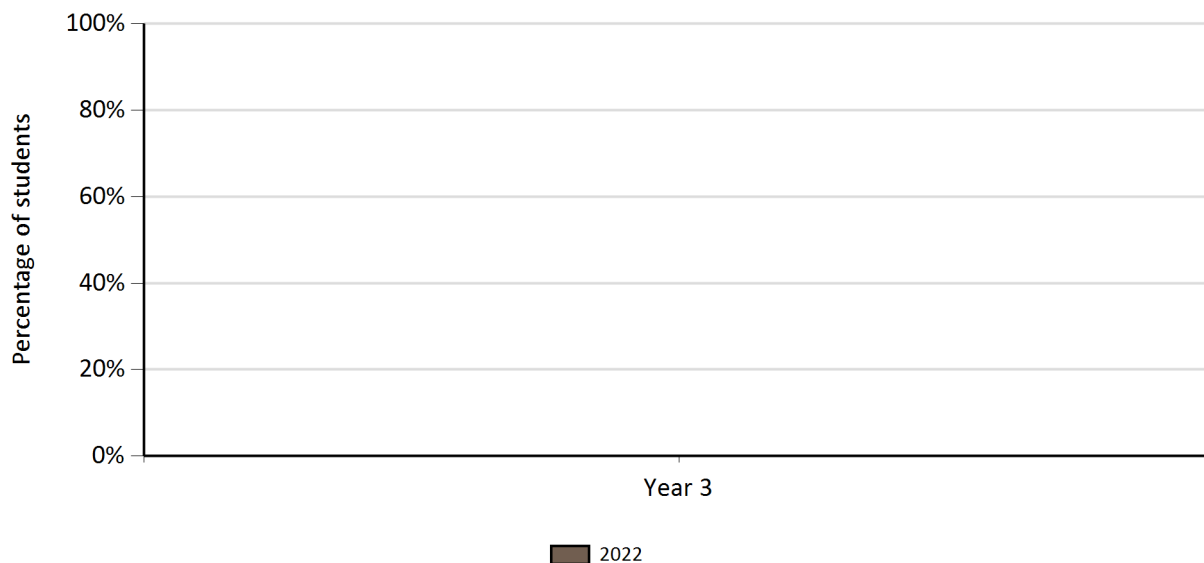
\*NOTE: No NAPLAN testing was conducted in 2020.

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 2022-2022 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:

While Stirling East Primary School has a low percentage of Aboriginal enrolments (0.04%), we are committed to improve our practice aligned to the Aboriginal Learner Achievement Matrix. As a school we have embedded an assessment and reporting schedule using DIBELS to identify children at risk of not achieving benchmarks in reading. In mathematics, we have commenced using the Big Ideas in Number screener to identify gaps and misconceptions. As a staff we have identified that providing deep cultural awareness education for our children is greatly important given we have a low % of Aboriginal children. We have commenced working closer with our neighboring kindergartens to provide a consistent and authentic program, educating children on Aboriginal history and culture. The theme of 'truth telling and walking together' is a focus for SEPS in this area.

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

Stirling East Primary School has 0.04% of student enrolments identified as Aboriginal, hence it is not appropriate to provide in depth data of their achievement without identifying students. Our Aboriginal children have all shown growth and are meeting or exceeding SEA.

## School performance comment

Stirling East Primary School continues to achieve exceptionally well in comparison to other Hills and Category 7 schools. The Department for Education has a 10 year aspirational goal of having schools achieve a performance score of 0.68, whereas Stirling East is currently achieving above this at 0.78. As a school we are proud of the staff and students for their achievement, yet still ensure we have the culture of continual improvement to ensure our staff and students continue to stretch and grow. NAPLAN numeracy and reading results show the vast majority of our students achieve the Standard of Education Achievement (SEA) with close to half of each cohort in the higher bands in mathematics and 68% in mathematics in the higher bands. PAT testing continues to be a highly relevant data source for our staff, who look at growth and achievement. The PAT data is also reflective of the NAPLAN data, with the vast majority of children demonstrating high achievement and growth. The phonic screening is a data set collected on year 1 students. The JP team utilized the results from this screener to plan teaching and learning for their year 1 children in term 4 to respond to any identified gaps.

## Attendance

Year level	2019	2020	2021	2022
Reception	95.1%	92.7%	94.5%	89.6%
Year 1	99.3%	92.8%	94.7%	90.4%
Year 2	99.5%	93.8%	93.3%	90.4%
Year 3	99.4%	92.8%	94.7%	89.9%
Year 4	99.5%	93.0%	93.5%	89.9%
Year 5	99.4%	92.2%	93.0%	88.4%
Year 6	99.9%	93.0%	92.9%	87.7%
Year 7	98.8%	92.3%	92.8%	N/A
Total	99.0%	92.9%	93.7%	89.5%

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

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

## Attendance comment

2022 has been our most interrupted year to date with lower attendance contributed to COVID-19 restrictions. Outside of illness, attendance was still high in the 2022 calendar year with very few unexplained absences. Illness and exemptions for holidays contributed to the majority of absences in 2022. Reminders regarding the importance of attendance is regularly communicated on student school reports, with habitual or chronic non-attenders supported via the school and support services.

## Behaviour support comment

Behaviour issues are very minor at Stirling East with most issues being dealt with successfully at classroom level. The school's commitment to restorative justice is hugely significant. Parents are very supportive of the school's approach to educating students regarding their role in whole school behaviour expectations. In 2022, there were a few occasions where internal suspensions were required for situations where a student was well outside the behavioural expectations of the school.

The WEC survey was conducted for all children in years 4-6 with children identifying perseverance in learning as being one of the major areas of growth. A pleasing element was that there were very few cases where children felt cyber bullying was an issue. For a BYOD school this demonstrates the regular and ongoing teaching of digital citizenship is having a major positive effect.

## Parent opinion survey summary

It was pleasing to see 198 responses were completed in the parent opinion survey for 2022. The feedback continued to show strength in the areas of respectful teachers and students, with the largest number of families providing positive feedback to the questions relating to respect. Communication from the school had approximately 70% of responders happy with the level of communication, with some mentioning over communication and others under communication. This is always a topic of conversation within schools with the intent to find the middle ground between informing families adequately, without filling inboxes unnecessarily. In 2022, the school updated the website to include important information and a 'real-time' even calendar. This coupled with the communication apps available will continue to enhance communication. The major area for growth in the parent survey is relating to supporting families with how they can help their child and their learning at home. In 2022, we introduced parent workshops in reading and have scheduled 3 additional sessions in term 1 of 2023. The parent workshops will include a wellbeing workshop, reading workshop and numeracy workshop. The past two years have been difficult with restrictions on parents being on-site during the pandemic, but as we come out the other side we will continue to work on improving our parent engagement.



## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	50.0%
NT - LEFT SA FOR NT	1	25.0%
QL - LEFT SA FOR QLD	1	25.0%

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

All staff and volunteers have appropriate screening prior to working with children or volunteering. The school holds and induction for volunteers and provides opportunities to complete online RRHAN-EC at school if required. 2022 saw more volunteers return to school, we will continue to leverage this engagement with the local families in future years.

## 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	45
Post Graduate Qualifications	15

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	28.8	0.0	8.7
Persons	0	31	0	11

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

## Financial statement

Funding Source	Amount
Grants: State	\$24,939
Grants: Commonwealth	\$2,100
Parent Contributions	\$170,000
Fund Raising	\$9,356
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	Funding was used in the employment of support staff for students with learning difficulties or at risk socially and emotionally. An Assistant Principal in Teaching/Learning & Student Services continued to provide overall support for student.	School embedded evidence-based assessment, tracking and monitoring process, with support aligned to learning needs.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Students targeted based on needs for support through teaching and support staff.	Identified students demonstrated achievement in their SMARTAR goals as per their One Plans
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	Target group needing numeracy and literacy support. Funding invested in employment and training of support staff and teaching staff focussing on individual needs based on targeted planning.	All students and their needs are well known with individual planning and support. Identified students are all progressing.
Program funding for all students	Australian Curriculum	SEPS continues to have a strong commitment to curriculum implementation and improvement. Commitments are made to training of staff, special programs and the development of resources.	Educational outcomes achieved in formal testing are extremely high.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This flexible funding contributed to a range of improvement agendas including staffing, technology infrastructure, and classroom resources.	These resources are very important because they are flexible and can be targeted.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Support provided to students through targeted, individual programs through AP Student Services and class teachers.	Skilled and gifted students provided with a range of options to improve skills.

