Upper Sturt Primary School

2022 annual report to the community

Upper Sturt Primary School Number: 448

Partnership: Mount Lofty

	Signature
School principal:	Mr Adam Blakely
Governing council chair:	Renee Cock
Date of endorsement:	**13 February 2023**

Government of South Australia

Department for Education

Context and highlights

Upper Sturt Primary School is a category 7 school situated in the Adelaide Hills and belongs to the Mt Lofty Partnership. In 2022, the school had an enrolment of 100 students with 4 classes ('nests') – Reception/ Year 1, Year 1/2/3, Year 3/4 and Year 5/6. The timetable is structured to provide curriculum entitlement to all students with daily Literacy (English) and Numeracy (Mathematics) blocks and BIO/ PBL learning encompassing HASS and Technologies etc. Outdoor nature-based learning is a fundamental pillar of Bush School and students are provided the opportunity to develop competence and confidence within the Science curriculum through Wild Passport activities in weekly Kamana (Nature Science sessions). Students are also fortunate to have access to our unique natural environment – heritage bush, bush village, market garden and natural outdoor spaces. This allows them to learn in and connect with nature, which contributes to our students' high levels of wellbeing and happiness. Students also learn about nature in an applied, practical and authentic manner, creating critical thinkers with a global environmental perspective.

Specialist subjects include Performing Arts, Physical Education and Kaurna (LOTE). 2022 also saw the introduction of a specialist Garden lesson each week for all classes. Kaurna language is delivered by a qualified teacher with close working relationships with the Kaurna community, Jack Buckskin and Uncle Tamaru (Kaurna elder). Parent language sessions were offered for the first time and construction began on the school's Reconciliation Garden. Garden lessons are also taught weekly by a qualified teacher and this focus saw the construction of the school's Market Garden and Food Forest. Students planned, designed, and installed the garden and are growing and harvesting the produce for the school community.

The school continued with a stable, cohesive and talented teaching team and leadership with the embedding of the schools agreed vision, mission, and values. The school aims to empower all students, through a connection with nature, to achieve excellence as confident and successful learners who display the values of kindness, resilience, independence and curiosity to participate and contribute positively and local and global citizens. A student leadership program was initiated, providing opportunities for Bush School Ambassadors to develop their leadership skills and agency in improving students' wellbeing, school and educational opportunities. The student ambassadors took a lead role in hosting parent tours for prospective students and families. The most pleasing aspect of this student led initiative was the promotion of positive relationships and trust between the students as staff as a fundamental pillar of wellbeing and engagement at the school.

The school has a strong culture of community and belonging. This is evident in parent attendance at student showcase, celebrations, and school events (sports Day, Swimming, Incursions, Reconciliation and NAIDOC Week). The school has developed strong community links with the local Church and Soldier's Memorial Hall through Remembrance Day and the local Strawberry Fair.

Governing council report

I would like to start by acknowledging and thanking all members of the governing council who served in 2022. Much of the year we discussed facilities, particularly the toilet problem of raw effluent leaking directly onto school grounds from the insufficient septic and sewerage system. The tiwu building was also a big topic with the ever concerning mold problem. Both these issues continue to be a problem, but movement has been made, with preliminary engineering works undertaken to increase capacity and thorough remediation work in Building 1.

2022 saw the start of our School Improvement Committee, which oversaw the website update, school signage and reviewed many of the school's policies. This included an updated Sun Safety policy and Attendance policy to go with Student Behaviour Policy and Mobile Phone Policy in 2021.

Adam introduced us to the new report writing software the teachers would be using, which made it both easier for teachers and clearer for parents.

The sustainability pod continued their great work with school care evenings and even some weekends.
The Community/ Wellbeing committee is looking forward to 2023 with renewed enthusiasm from more parents.

GC moved to keep Happy Haven as our OSHC provider and extended their contract for another 3 years.

As Upper Sturt went through an external review in 2022 most members of the Governing Council attended a meeting with a review representative to put forward our thoughts on the school. It was a fantastic opportunity to have the voice of GC and parents heard regarding the fantastic teaching and learning happening at our school.

A big focus of our meetings was Adam going through his Principal's report, which we all found valuable to the processes and understanding of all the happenings around the school and behind the scenes. This helped with any decisions the council had to make or motions we had to pass.

Finally we made a special resolution to our constitution regarding our name and composition of the Council.

After many years of an unsettled Governing Council, due to all the changes in the school, it was really great to have a stable, cohesive and goal-oriented team that worked together for the greater good of Upper Sturt Primary School.

Quality improvement planning

Stability in leadership, with the Principal in the second year of a 5-year tenure, provided certainty in planning site improvement. The challenge of practice in both Literacy and Numeracy is the extension of teachers' curriculum knowledge, with a focus on High Impact Teaching Strategies including lesson structure, explicit teaching and the use of data to differentiate and set student learning goals. The school's on-track evaluation directions from 2020 guided this site improvement (see below). Underpinning this improvement cycle is the commitment from staff to student wellbeing and dispositions for learning (executive function). Staff develop positive relationships, whole school routines and structures that facilitate belonging and a safe learning environment.

Direction 1: Develop and embed whole school processes to ensure staff are involved in the implementation, monitoring and review of the SIP throughout the year. Staff have deepened their knowledge and skills of collecting, analyzing and use whole school data to inform their teaching and learning program. Termly staff meetings were set aside to review our SIP progress with all staff having an ownership and accountability to school improvement. All staff participated in a Student Free Day where they reviewed student achievement data agreed actions within the SIP to re-set and plan for 2023. Governing Council were also actively involved in the SIP review cycle to develop a greater community understanding of the approaches taken to address the challenges and celebrate successes.

Direction 2: Develop and embed whole school processes to strengthen learning design, thus ensuring that all students have regular, planned opportunities to demonstrate learning at higher levels. Staff continued their twice termly commitment to their professional learning through our local small schools' PLC. Connection and sharing with staff from Mylor, Heathfield and Scott Creek has been of great benefit to teachers who are engaging in professional dialogue and sharing quality practice. All staff also participated in structured professional learning in either Literacy or Numeracy through the Portfolio 'Be Brave' sessions. This learning has seen a unified, whole school approach, with the development of agreed 'continuity of learning' plans across R-6. Staff also undertook a commitment to implementing consistent High Impact Teaching Strategies and a more explicit instructional model of teaching. Staff also undertook two student free days in term 1 developing their knowledge around Mathematical Mindsets and using mentor texts to explicitly teach to the curriculum. Staff also received in class coaching from a Literacy consultant who provided curriculum and planning support in line with the Continuity of Learning plan. A whole school approach to reading was implemented with all students undertaking Acadience reading assessments 3 times throughout the year to assess their decoding, fluency and comprehension. This data allowed for detailed planning and targeted, differentiated teaching to occur. New student reporting software was also introduced to provide more explicit reporting of student achievement against the curriculum.

Direction 3: Develop and embed processes, including scope and sequences across learning areas, to ensure that student entitlement to the curriculum at their year level is the priority. Teachers continued to embed the USPS literacy and numeracy Scope and Sequences with improvements and updates including the implementation of an explicit synthetic phonics program (Phonic Book UK), utilizing the Brightpath platform and resources to comprehensively assess student writing and also set learning goals to extend all learners. Staff expertly mapped the Science curriculum (DfE's Scope and Sequence) to the schools Wild Passport lessons and activities. Further development of this resource occurred to include Weather and The Senses to ensure all aspects of the curriculum were being delivered to all students in all year levels. This nature science is a fundamental pillar of the school.

In Term 3, the school took part in an External School Review (this occurs every 3 years). This was a fantastic process that cast a lens on the site's improvement journey over the last 2-3 years. The feedback was extremely positive with the report affirming the positive direction of the school and providing clarity on future directions to continue this improvement. The directions that came from the 2022 ESR were…

1. Strengthen teacher capacity in analyzing assessment and data for intentional, differentiated teaching that provides daily stretch and challenge for all learners.
2. Enable teachers to further embed consistent, effective pedagogical practice in all classrooms by developing rigorous reflective teaching and learning cycles that identify impact of all actions.
3. Build teacher knowledge and capability in implementing high impact strategies consistently across all classrooms.

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
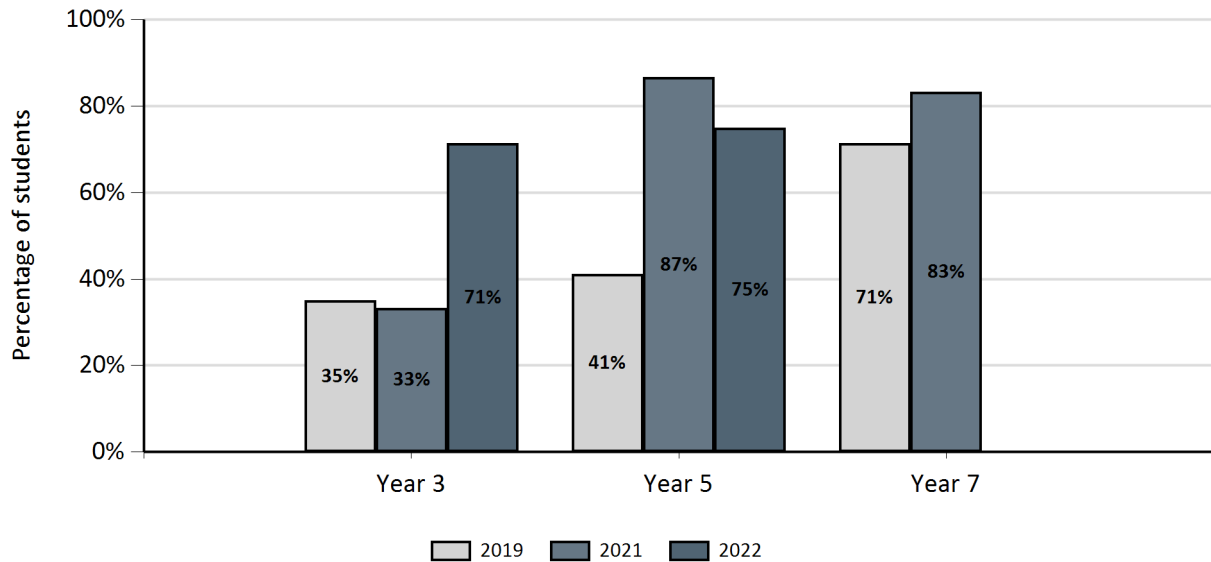
*NOTE: No NAPLAN testing was conducted in 2020.

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.
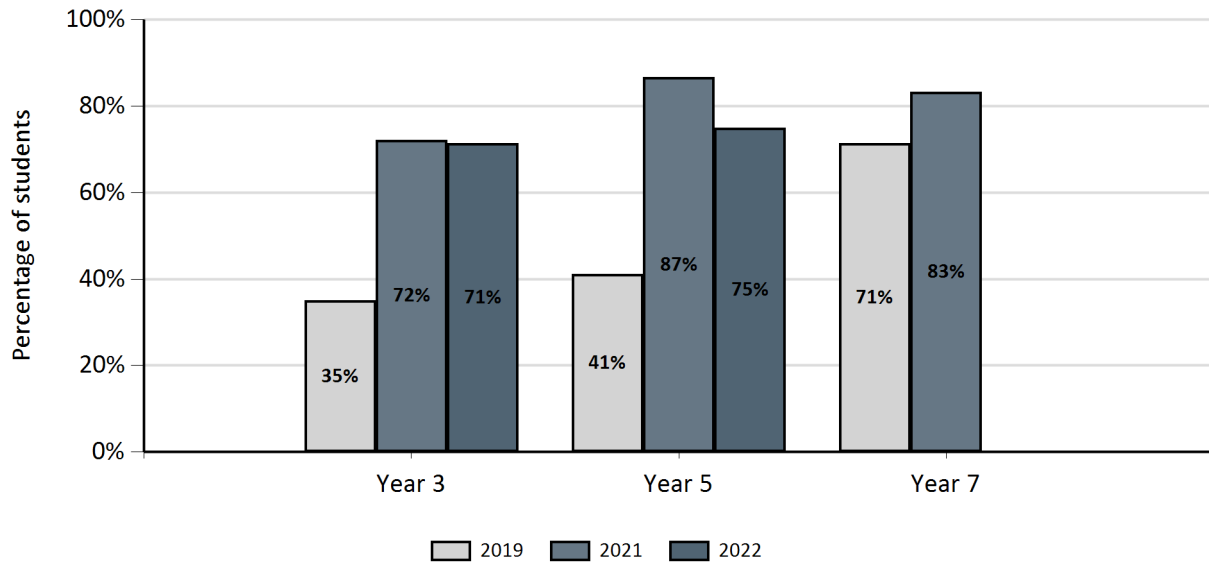
Numeracy

*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	14	14	6	3	43%	21%
Year 03 2021-2022 Average	16.0	16.0	3.5	2.5	22%	16%
Year 05 2022	12	12	6	2	50%	17%
Year 05 2021-2022 Average	13.5	13.5	5.0	2.0	37%	15%
Year 07 2021-2022 Average	6.0	6.0	3.0	1.0	50%	17%

*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:

> Teachers embedded a whole school assessment schedule that provided a comprehensive data set for every student. This allowed teachers to be explicit and targeted in their curriculum delivery and were able to provide stretch and challenge for all learners based on evidence.

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

> Improvements within the school centered around the collection of student data in order to track and monitor achievement. Staff have access to comprehensive information on student achievement. This allowed us to conduct a whole school mapping of student achievement (Literacy) to identify Tier 1, Tier 2 and Tier 3 students using the waves of Intervention model. School staff used this to ensure their whole class instruction was meeting the needs of all students. PAT, NAPLAN, Phonic Screener, Phonic Book UK and Brightpath provide assessment of student progress as well as key teaching points for next steps. This provided an opportunity for teachers to develop explicit goal setting and student agency, with students becoming self-directed and self-motivated learners. With a very low cohort of Aboriginal learners, it is not possible to de-identify this data.

School performance comment

> "As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year."
>
> As a small school, the above statement applies to USPS. However, we have approached the gathering of evidence of student learning with a growth mindset with a view to shifting student and parent perception. We encourage students to have a go, do their best and use any test/ assessment as an opportunity to learn and grow. Teachers at our school do not teach to the test and we do not use student achievement to compare students. Individual growth and development are our focus. This encompasses academic achievement as well as wellbeing and interpersonal skills. In 2022, we had a 92% (22/24) participation rate in NAPLAN. This was an increase on 2021 (90% - 35/39). Students did not sit NAPLAN in 2020 due to Covid and in 2019 and 2018 the participation rate was 31% and 23% respectively. This is a significant shift in learning culture.
>
> ACARA, who administer the assessments nationally, determine the Standard Educational Achievement (SEA) for each year level. Our results for each year level are below.
>
> Reading: Yr 3 – 71% SEA, Yr 5 – 90% SEA
> Writing: Yr 3 – 100% SEA, Yr 5 – 90% SEA
> Spelling: Yr 3 – 71 % SEA, Yr 5 – 90% SEA
> Grammar/ Punctuation: Yr 3 – 85% SEA, Yr 5 – 90% SEA
> Numeracy: Yr 3 – 71 % SEA, Yr 5 – 90% SEA
>
> This achievement is pleasing and is further supporting evidence of the school's approach to ensuring a comprehensive and holistic education for all students where there is equal focus on wellbeing, learning dispositions and healthy relationships. Our school and staff are committed to continuing to ensure that students are provided with these as well as foundational literacy and numeracy skills from Reception. Raising the achievement level of our Yr 1 students in the Phonic Screener continues to be a priority. This is fundamental to ensure students are able to achieve their best as confident, successful learners. Students also participated in PAT Reading and Mathematics assessments. All Year 1-6 students participated with some students having their test level reassigned to match their One Plan. In the Mathematics assessment 90% of our students achieved SEA, as set by the Department for Education, whilst 89% achieved SEA in the Reading assessment. Together with NAPLAN and other school wide data, student achievement and growth are closely monitored to ensure our teaching and learning program meets the needs of all learners.

Attendance

Year level	2019	2020	2021	2022
Reception	86.2%	84.9%	89.4%	81.8%
Year 1	90.7%	95.2%	91.5%	81.4%
Year 2	91.6%	88.7%	91.6%	83.2%
Year 3	93.4%	87.2%	90.0%	87.9%
Year 4	92.2%	92.3%	92.2%	78.8%
Year 5	92.4%	93.4%	93.4%	79.5%
Year 6	86.0%	93.1%	92.2%	82.9%
Year 7	93.0%	82.5%	95.2%	N/A
Year 8	N/A	N/A	N/A	N/A
Total	90.9%	90.4%	91.6%	82.1%

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

Attendance comment

Student attendance in 2022 was significantly impacted by the Covid pandemic and parent/ family responses to either Covid cases, other illness or concerns over exposure and safety. Attendance for 2022 was 82.1%. This is a significant drop on the 2021 attendance rate or 91.6%. Although there has been a significant drop in attendance rates, the school has developed processes around student absence that support and encourage families to ensure their children attend school. The school reviewed the Attendance policy and communicated this with all families. Families were appreciative of the support provided by the school when their children were absent either for singular days or more long-term reasons and school staff went above and beyond to ensure that students stayed connected to their learning when absent. Everyone is looking forward to a much more settled and successful 2023 where we expect to see attendance rates again back up around 92%.

Behaviour support comment

2022 saw the schools' Behavioral Learning Policy embedded across all classes with the aim of creating a safe, supportive environment for all. Proactive work in the school around school values and making these behaviors visible, has led to an improvement in overall student behavior and engagement. Peer relationships and the emphasis on positively contributing to community underpin our approach. The schools' policy on Student Behavior is founded on the concept of restorative practices with high levels of behavior expectations and learning challenge complemented with equally high levels of support. This approach of accountability and provision of supportive structures, allowed students to take ownership of their behavior, learn from mistakes and repair any harm caused. This approach coupled with positive respectful relationships has created a positive, calm and settled learning environment. There were 99 recorded incidents of inappropriate behavior and 2 suspensions.

Parent opinion survey summary

In 2022, all parents and caregivers were sent a link inviting them to complete the school's parent engagement survey. This survey was centrally co-ordinated by the Department for Education and Upper Sturt PS received a total of 39 responses, which is consistent with previous year's response rates. Much work has gone in to creating a supportive and collaborative home school partnership and this has been reflected by some very positive responses from our parent community. We are fortunate to have such a supportive and engaged parent community. Pleasing aspects of the survey include that 100% of respondents either agreed or strongly agreed that there was a positive culture of respect amongst all people (school staff, students, parents). This is a result of our work within the school on the core value of Kindness and Ngaitalya, which is Kaurna for Respect. There was continued improvement in responses regarding the effectiveness (87%) and amount of communication (84%) from the school. Continued use of Skoolbag and the provision of Term calendars has been a priority and the introduction of Seesaw to improve the communication between individual class teachers and home as well as share student learning has been incredibly positive. Other positive responses include 'Education is important' – 91% and 'Has useful discussions' – 89% (up from 56% in 2021).
We also saw growth in our improvement areas from 2021:
Receives learning tips – 38% (up from 29%)
Encouraged to help child learn – 67% (up from 51%)
Has input into learning – 77% (up from 41%)

Intended destination

Leave Reason	Number	%
EX - EXEMPTION	1	25.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	50.0%

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 relevant history screening checks are managed by leadership and administration SSO's. A database has been set up to record expiry dates and monitor necessary documentation. This database is inclusive of all groups and visitors who require history screening. This includes teaching staff, TRT's, SSO's, volunteers, student counsellor and Governing Council members.

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	13
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	7.2	0.0	3.5
Persons	0	10	0	5

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

Financial statement

Funding Source	Amount
Grants: State	$500
Grants: Commonwealth	$3,442
Parent Contributions	$43,417
Fund Raising	$1,283
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	Employment of school counsellor to provide 1:1 and small group counselling and social skills learning.	Get Growing Social skills program implemented for students – 10-week program for 4 groups 8 students (32)
	Improved outcomes for students with an additional language or dialect	No known students were identified as part of this cohort.	N/A
	Inclusive Education Support Program	SSO's were employed to provide targeted support to students in line with their One Plan goals	All students made progress towards their individual SMARTAR goals.
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	Employment of SSO's to support students to co-regulate and self-regulate within positive relationships. Investment in teaching and learning resources – Phonic Book UK to provide a structured approach reaching reading/ writing.	Improved regulation and relationships led to improved culture of Wellbeing and Belonging (4-6 survey) NAPLAN data showed significant achievement growth in writing and numeracy
Program funding for all students	Australian Curriculum	Literacy consultant provided planning and curriculum support to teachers to differentiate learning to meet needs of all learner Student Free Day with Literacy consultant – mentor texts and curriculum.	Development of agreed literacy practices and a 'continuity of learning' plan R-6
Other discretionary funding	Aboriginal languages programs Initiatives	Kaurna LOTE was delivered as a specialist subject by a qualified teacher with support from Uncle Tamaru and Jack Buckskin. Delivery of parent language session and development of reconciliation garden.	Each class R-6 participated in 1 x 50min lesson per week in Kaurna language and culture. Kaurna acknowledgement embedded into school culture.
	Better schools funding	Teacher release to attend professional learning in Literacy and Numeracy R-6 within the portfolio.	Coherence and alignment with teaching practices across the school.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Teacher release to track and monitor student achievement and provide learning that stretches and challenges.	Connections made with Gifted and Talented association and a team approach with parents to ensure both academic and social/ emotional needs are being met.