



# Prospect North Primary School

## 2022 annual report to the community

Prospect North Primary School Number: 570

Partnership: Adelaide - Prospect

Signature

School principal:

Miss Margaret Clark

Governing council chair:

Adrian Armstrong

Date of endorsement:

20 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Prospect North is a category 3 Reception to Year 6 site, situated in the inner northern metropolitan suburb of Prospect, and is 6 kilometres from the Adelaide GPO. We have families from many cultures with approximately 70% of our families coming from overseas.

Prospect North continues to have a strong focus on the wellbeing of students and families, student leadership, engagement through STEM and embedding literacy and numeracy within real world contexts. The emphasis is on building strong student agency and preparing students to become self-regulated learners by providing positive and challenging learning experiences.

To start our year we position our students for success through a 3 week well-being program where staff and students work together to develop strategies and ways of fostering a 'growth mindset' disposition in students to improve engagement in learning and relationships. During 2022 we continued to work closely with children who needed a strong nurture based environment to help build up their time in mainstream classes. Our work with Social Ventures Australia as a Bright Spot in STEM School has continued to thrive as we collaborate with interstate schools to uncover best practise. 2022 has been an exciting year for the school. We have been honoured by 2 significant awards for our work with Student Agency and STEM. The school was announced as a finalist in the Australian education Awards Primary School of the year and the second, Marg was awarded to Primary School government Principal of the year award for 2022.

This has seen considerable attention on our staff and learning design as we have continued to mentor other. These events have enabled our students to share their learning and answer questions from visitors learning how to implement STEM strategies in their schools. Our leaders have now hosted multiple "Kids Teach STEM" conferences for other students from our area and in 2022 online through our connection schools with SVA. 2022 saw us invited to present to an online world wide audience through the prestigious Aroua institute. We had 3 students give an outstanding presentation and answer questions about their learning.

We have continued to develop our understanding of personalised learning for students and what that looks like with a STEM focus.

During 2022 our student Parliament developed with staff, learning ladders to see progression of the SECRET powers from R-6, this allows our students to monitor their progress and set new goals.

## Governing council report

In 2022, Governing Council continued to work closely with school leadership and staff on school priorities and contributed towards improving the learning experiences and opportunities for our students. We welcomed new parents onto Governing Council and appreciated their perspective and willingness to be involved in the council business.

Governing council oversees our OSHC program where there has been a steady increase in numbers attending over the years as well as a well-attended and well-organised Vacation Care program. OSHC increased it's capacity to cater for the continual growth.

Events run by Governing Council during 2022 were drastically reduced due to Covid 19. The Governing Council contributed to the design of the primary playground upgrade with development finally going ahead in 2022. Covid 19 has seen significant price increases in equipment so the original design have been modified to fit Australian made products within the specifications.

I'd like to thank the 2022 Governing council for their time and efforts and encourage any new families to join the council and attend the AGM.

# Quality improvement planning

Review and evaluation of the school improvement plan (SIP) is a shared responsibility with leadership providing a school overview including staff responsibilities for key actions. Teachers monitor data and moderate with their learning teams. Teachers provided extensive evidence of effective school improvement planning practices that have resulted in informed change, including the following:

- • consistently high expectations of staff and students
- • implementation of whole-school walkthroughs to identify and share SIP writing and numeracy practices across the site
- • consistent practice across all year levels in pedagogy, language, and student agency
- • classroom teacher monitoring student data, and moderating work samples with their learning team colleagues
- • Governing council members participate in regular discussion relating to the progress of the SIP
- • Multiple opportunities for students to authentically influence school improvement planning including student parliament,

Literacy improvement continued to focus on writing and oracy. Our bookmaking, writers notebooks and writer's workshop approach saw our engagement levels increase across the school. With Oracy and oral language development a focus for us we saw deliberate "talk time" routines developed across the year levels. Students also took part in Brightpath writing moderation tool which allowed us to identify individual goals for students to improve their writing. Staff continued to work in teams with our literacy coach, this ensured continuity of practice across the school and shared improvement strategies across the teams.

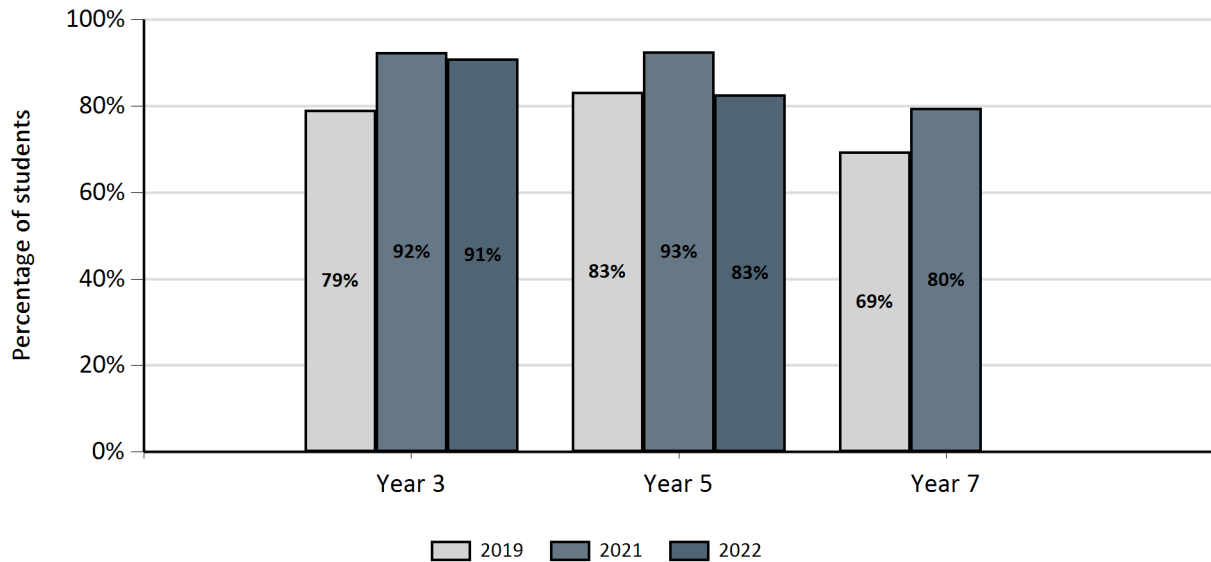
The staff also worked in teams with our numeracy coach. This work ensured that all staff used correct and accurate mathematical language at each level. We also worked on curriculum mapping and ensuring deep learning of critical concepts expected at each level.

# 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

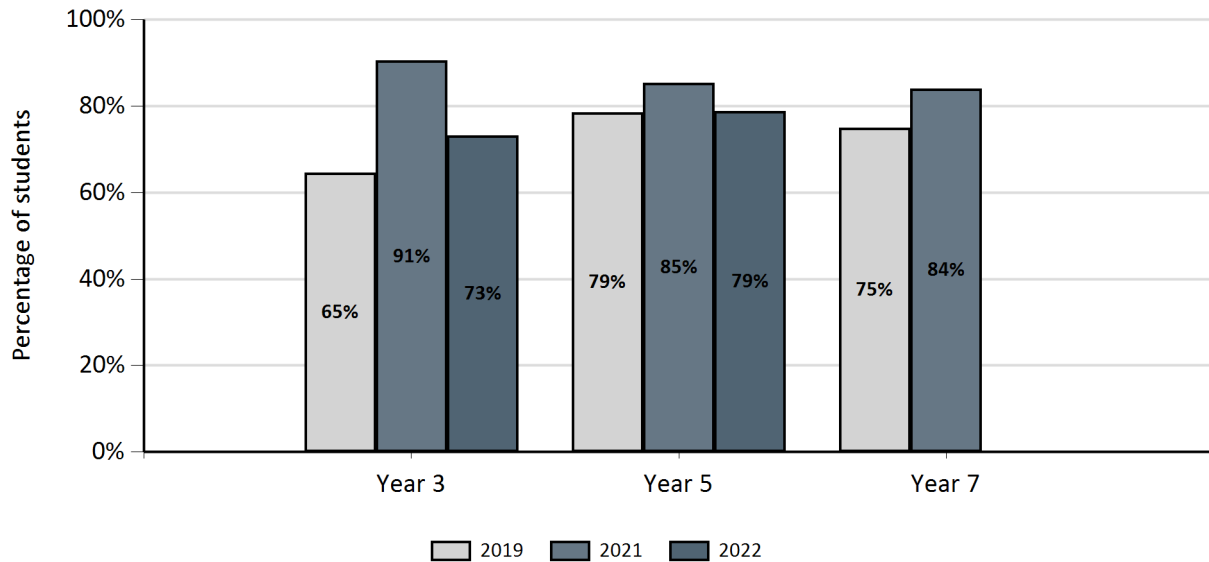


\*NOTE: No NAPLAN testing was conducted in 2020.

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	56	56	23	16	41%	29%
Year 03 2021-2022 Average	54.5	54.5	27.0	19.5	50%	36%
Year 05 2022	52	52	24	13	46%	25%
Year 05 2021-2022 Average	46.5	46.5	19.0	11.5	41%	25%
Year 07 2021-2022 Average	44.0	44.0	8.0	12.0	18%	27%

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

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

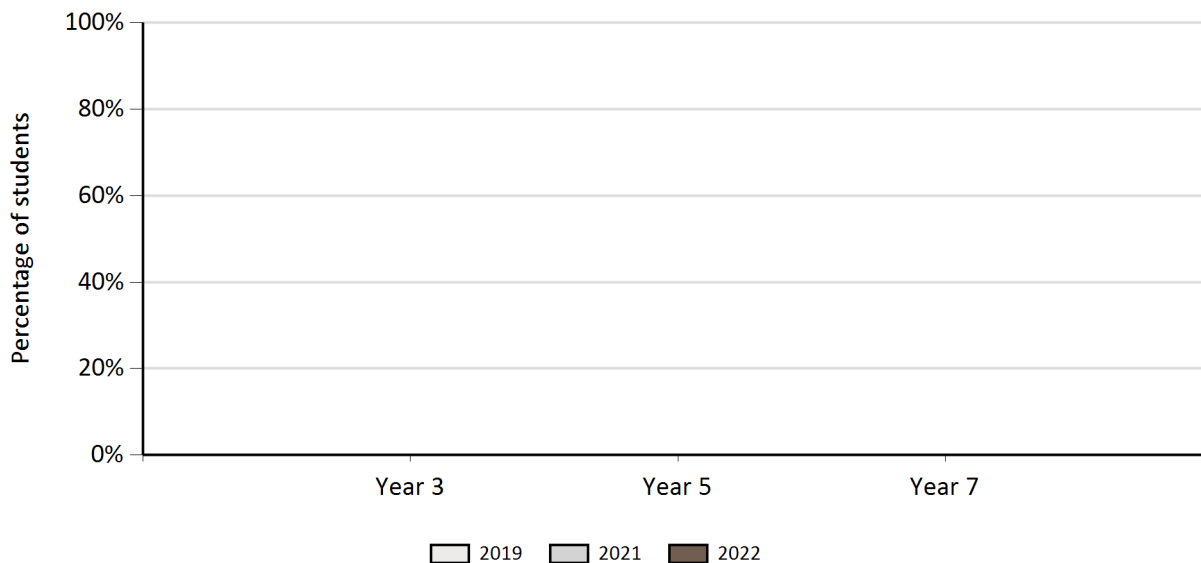
<sup>^</sup>includes absent and withdrawn students.

\*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



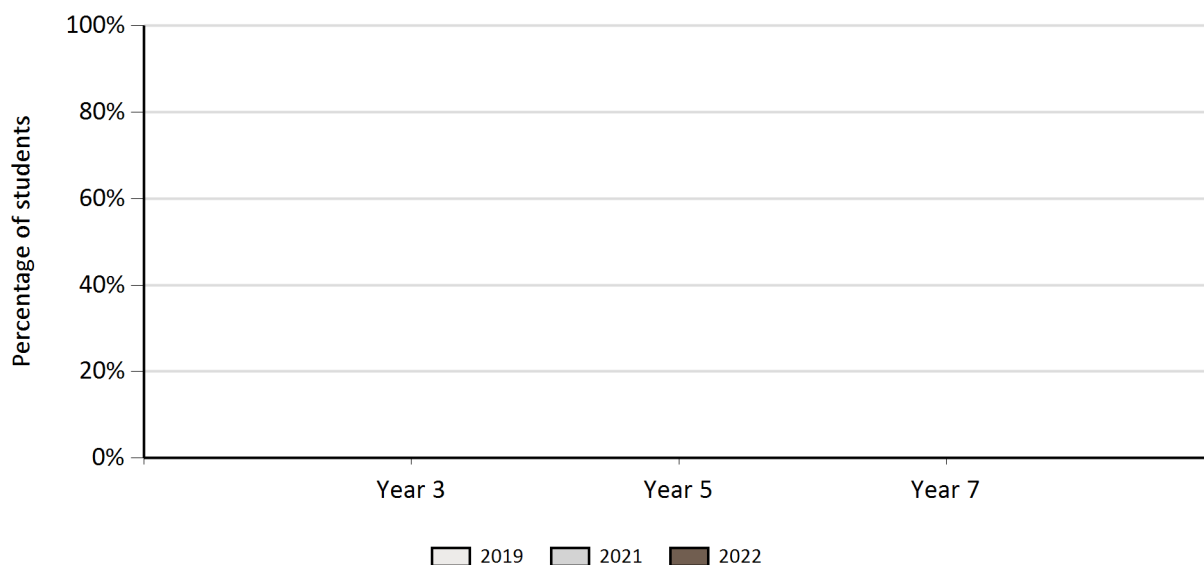
\*NOTE: No NAPLAN testing was conducted in 2020.

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: Intervention & Support

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

This year we introduced dedicated literacy support for each indigenous student targeting individual outcomes.

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

Each student improved their literacy outcomes according to their own individual goals.

# School performance comment

## Reading

In 2022 the reading results as measured by NAPLAN indicate that 91% of year 3 students, 86% of year 5 students demonstrated the expected achievement against the SEA. For years 3, 5 this result represents an improvement from the historic baseline average.

Between 2017 and 2022 the trend for year 3 has been upwards from 68% to 91%.

For 2022 year 3, 5 NAPLAN reading the school is achieving higher than the results of similar students across government schools.

In 2022 41% of year 3, 46% of year 5 achieved in the top 2 NAPLAN reading bands. For year 3 and 5 this result represents an improvement from the historic baseline average.

## Numeracy

In 2022 the numeracy results as measured by NAPLAN indicate that 90% of year 3 students, 85% of year 5 students demonstrated the expected achievement against the SEA. For year 3, 5 this result represents an improvement from the historic baseline average.

Between 2017 and 2021 the trend for year 5 has been upwards from 71% to 85%.

For 2021 year 3, 5 and 7 NAPLAN numeracy the school is achieving higher than the results of similar groups of students across government schools. Between 2017 and 2022 the trend for year 5 has been upwards from 71% to 85%.

In 2022 41% of year 3, 46% of year 5 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents a continued improvement from the historic baseline average.



# Attendance

Year level	2019	2020	2021	2022
Reception	89.2%	88.3%	93.3%	84.6%
Year 1	93.5%	89.6%	94.6%	87.8%
Year 2	90.1%	90.4%	94.5%	87.4%
Year 3	91.9%	89.3%	96.1%	86.4%
Year 4	89.6%	89.0%	92.2%	88.0%
Year 5	91.9%	87.7%	93.9%	86.4%
Year 6	93.3%	88.0%	91.5%	87.3%
Year 7	90.5%	88.9%	93.6%	N/A
Total	91.2%	89.0%	93.7%	86.8%

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

## Attendance comment

Attendance is monitored closely by the Wellbeing Leader in conjunction with leaders, teachers, ACEO and the AET. To improve attendance, as a team, we focus on student engagement in learning and helping students to develop a sense of belonging at school. Staff follow up all unexplained attendance and poor attendance patterns are monitored. The importance of student attendance is promoted in newsletters, student and staff bulletins and data is recorded on the mid year and end of year reports. Attendance during 2021 was the highest we have achieved and we only had a small number of chronic non-attending families and families. During 2022 attendance dropped due to mandatory isolation periods for Covid 19.

## Behaviour support comment

Self regulation and behaviour is learnt through positive, safe and predictable relationships with those around us. With the implementation of our Nurture room, peer Mediators and lunch time activities, we have seen a decrease in the number of students being referred for follow up from yard related incidents. We have R-6 anti bullying programs and processes to ensure students report and solve issues through restorative processes. Our number of violent issues have decreased and are related to only a very small number of students. Our data shows a fall in suspensions and exclusions.

## Parent opinion survey summary

Our department sent parent feedback surveys to all parents on behalf of all schools. Overall we had our best response rate over the past 5 years and got very positive feedback. A sample of the feedback is below.  
The highest agreement rates were in the following statements;  
People respect each other at this school  
Teachers and students treat each other with respect at the school  
I feel like my child is important to the school  
I receive enough communication from the school  
I know what standard of work the school expects of my child

We will work with our Student Parliament and Governing Council to look at the responses and any improvements we can make during 2023.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	13.0%
NT - LEFT SA FOR NT	1	1.9%
OV - LEFT SA FOR OVERSEAS	1	1.9%
QL - LEFT SA FOR QLD	5	9.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	37	68.5%
VI - LEFT SA FOR VIC	3	5.6%

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

We follow the DfE guidelines for managing volunteers at our site. All volunteers at our site need to undergo the DECD required criminal history screening through DCSI. They also undergo a school based or online RAN course before working with our students. They go through an induction process and meet with senior staff to define their job before they start. All volunteers also do the online WHS induction program.

# 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	36
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	25.4	0.7	9.2
Persons	0	29	1	12

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

## Financial statement

Funding Source	Amount
Grants: State	\$5,253,190
Grants: Commonwealth	\$11,102
Parent Contributions	\$160,790
Fund Raising	\$0
Other	\$45,757

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	Individual student support and nurture practices including a nurture room facility for students with high needs in social and emotional learning. Our counsellor also initiated programs for self regulation needs.	Our wellbeing data has steadily increased since we began collecting in 2016.
	Improved outcomes for students with an additional language or dialect	This funding is used for SSO intervention programs, targetted literacy support from a teacher and our AP role that coordinates all of our programs.	Increased attainment of SEA measured in writing data.
	Inclusive Education Support Program	Our IESP money is used for direct support of students through intervention programs or in class support.	Student outcomes are measured and reported upon in individual One Plans
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 Students taking alternative pathways IESP support</p>	<p>Early years money is used to maintain smaller class sizes in reception and year 1 to ensure individual support and monitoring of student progress.</p> <p>Individual programs are developed for eligible students to increase literacy and reading support.</p>	SEA results have steadily improved over 5 years.
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used this year to provide staff with opportunities to learn and implement SIP work on high band mathematics and High Band improvement in writing.	Increased SEA results
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Better Schools funding went to supporting the implementation of maths intervention programs and the Too smart maths intervention program.	Individual results improved for targetted students.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

