



# Paringa Park Primary School

## 2022 annual report to the community

Paringa Park Primary School Number: 668

Partnership: Holdfast

Signature

School principal:

Mrs Tracey Bennett

Governing council chair:

Vanessa Payne

Date of endorsement:

24 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

The start of 2022 was different to normal as we had a staged return to school due to Covid-19. We had a smooth transition to either face-to-face or remote learning for the first two weeks. In week 3 all students came back on site and we welcomed 38 new receptions and their families to our school as well as 12 children from local, interstate and overseas schools. Paringa Park has a strong parent community who work with us in partnership to ensure a culture of high expectations for all students.

We commenced the school year with an enrolment of 453 children, which comprises 324 families of which 9% are school card, 11% EALD and 4% Students with Disabilities including 7 students in the Speech and Language class. We commenced with 17 mainstream classes, with the majority straight-year levels.

Some of the highlights of 2022 included Paringa's Pantry special food days, Reconciliation week, Sports Day, year 6 Aquatics, Chessmates, Parents and Community organised school disco, OSHC review, Greenhill Living garden program, new road traffic crossing on Margaret Ave, Science Week, Book Week, Premiers Reading Challenge, Premier's visit, Festival of Music, Learning Area 1 Cola upgrade, International Mud Day, Lego League challenge, Glenelg pageant, End of year celebration concert.

We were pleased to offer an enhanced orientation to schools program for our new reception students.

In term 4, 2022, we went through an exhaustive process to arrive at the new three-year SIP, with two goals identified.  
Goal 1: Increase student achievement levels in mathematics through developing a deeper understanding of place value.  
Goal 2: Students use language features, text structures and literary devices for particular effect when writing for a specific purpose.

Tracey Bennett  
Principal

## Governing council report

### 2022 Chairperson's Report

Governing Council had another tough start to the year with COVID-19 impacting the way we were able to conduct meetings. I am pleased to report that GC members and school staff were resilient and continued to fulfil all responsibilities of the Governing Council. Thank you to all parents, carers and staff who volunteered their time throughout the year by being a part of out of school hours sports; volunteering in classrooms, the library or the canteen; and helping with fundraisers. Your time and help are valued and appreciated. Some highlights of 2022 include:

- Annual GC welcome dinner
- Student Voice Executive representative presence at meetings
- Leadership updates
- Ongoing focus on mathematics
- Results of surveys
- New principal procurement process
- Working closely with school leadership
- Regular teachers report providing a year-by-year snapshot of learning across the year
- Junior school COLA Nature Play completion
- OSHC tender process
- Final meeting for the year conducted at the Warradale Hotel with dinner and drinks to round out the year

A significant role of the GC is to review and ratify various standing orders, codes of practice, school policies and terms of reference. Despite some meeting restrictions and challenges, we continued to successfully fulfil this role. Special thanks to my Deputy Chair, Lucie Zweck, for covering for me when my family took an extended trip in 2022, and to Anthony Venning for agreeing to step into the principal procurement process role while I was away. Lastly, I would like to thank everyone involved in GC and its subcommittees for attending meetings and contributing to discussions. Your time and dedication are valued. To those members of GC who are leaving us, thank you for your commitment and to those returning I look forward to seeing you in 2023.

Vanessa Payne  
Chairperson

# Quality improvement planning

2022 Mathematics: Goal 1 - To increase student achievement in mathematics with a focus on the number strand.

In 2022 we continued using the Big Ideas in Number to support the development of whole school approaches. In 2021 we collated data on Trust the Count, and in 2022 we collected data on our student's understanding of place value. We subscribed to the Numeracy Teachers Academy and used the work of Dr Ange Rogers to assess our student's understanding of place value using the Place Value Analysis Tool (PVAT) in years 3-6. The results showed that this was an area that needed further development.

Our focus on staff professional learning was based on developing a deeper understanding of place value. There were three pupil free days allocated for maths learning, two were devoted to place value, looking deeper at the six aspects and five stages of understanding. The PAT Team presented a half day on PAT-M testing, analysing questions, our school results and how to best support students to develop stronger conceptual understandings. The R-2 team had 1.5 days of professional learning on Numicon provided by Rachel Kennedy. Three year 3-5 teachers completed the Orbis 3-5 Thinking Maths program. Staff also undertook a Puzzle of Practice, which was an investigation into improving their own pedagogy related to maths. Staff worked in Professional Learning Teams (PLTs) to support each other with the outcome to improve maths instruction.

The Mathematics Improvement Lead Team, worked together across the year to lead learning, run sessions at staff meetings and on pupil free days and support improving maths outcomes for our students. The team was released to review the SIP goals, analyse whole school maths data and make recommendations for 2023.

2022 Literacy: Goal 2 - Increase student achievement in Writing R-6 including the number of students in the high bands.

Writing Brightpath was used across the whole school again as an assessment process for student writing. Teachers collected writing samples in terms 1 and 3. They compared their students' writing to the calibrated exemplars and performance descriptors and scored the writing accordingly. These assessments provided formative and summative assessment information, indicating where students' strengths are, their goals and growth points and how much they have progressed. Teachers worked in PLTs and with the support of the Brightpath Project Officer and they worked through a moderation process that ensures consistency and a shared understanding.

Year 3 and 5 NAPLAN writing results were analysed to enable focus areas to be identified for student writing improvement next year.

Fountas and Pinnell assessments were used as a reading measure for students which enabled teachers to track and monitor their reading skills and behaviours.

Year 2 teachers were involved in the Oral Reading Fluency Trial using the Dibels measure. Teachers attended professional learning regarding background information, the assessment process and data collection, then assessed each student at the beginning, middle and end of the year. They planned and implemented learning activities to support oral reading fluency throughout the year and improvements were seen across the cohort.

English Units of Work (DfE) have been implemented by a number of teachers with a particular support provided through an English Teachers' PLC (for a year 5 teacher) run by the Flinders Park 3 Lead Education Team. This has led to a deeper understanding of the English Curriculum and high-impact teaching strategies.

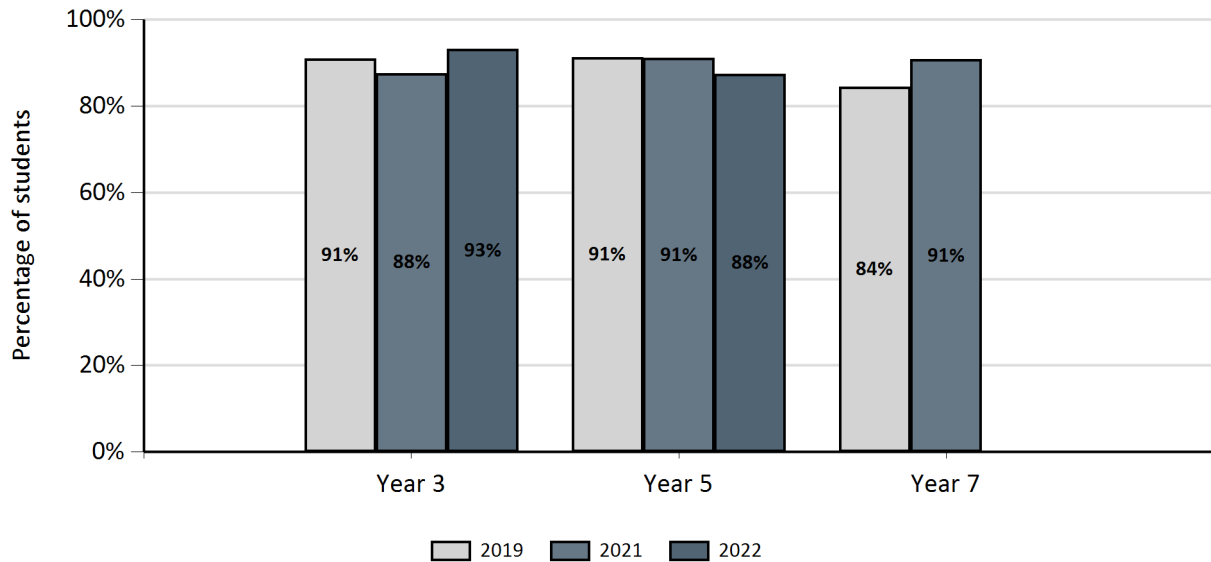
The Literacy Improvement Lead Team reviewed our current SIP, examining assessment data, DfE documents and resources and the Australian Curriculum outcomes, and along with current evidence-based best practices, contributed to the recommendations for 2023.

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

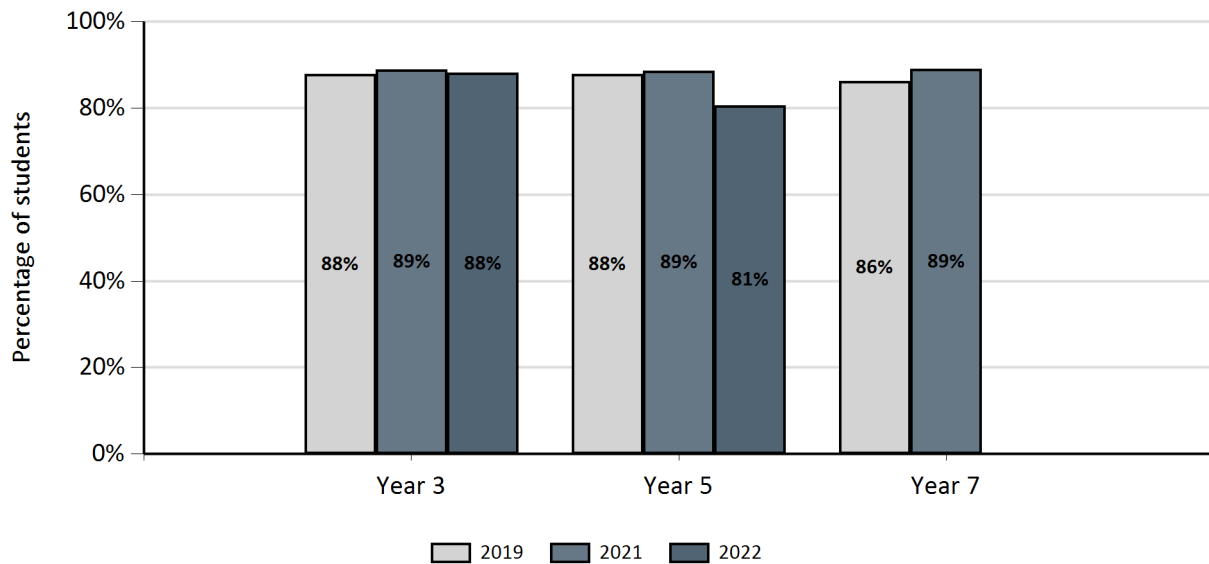


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



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

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	59	59	37	26	63%	44%
Year 03 2021-2022 Average	70.0	70.0	39.5	22.0	56%	31%
Year 05 2022	72	72	28	14	39%	19%
Year 05 2021-2022 Average	75.5	75.5	29.0	14.0	38%	19%
Year 07 2021-2022 Average	55.0	55.0	19.0	28.0	35%	51%

\*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.

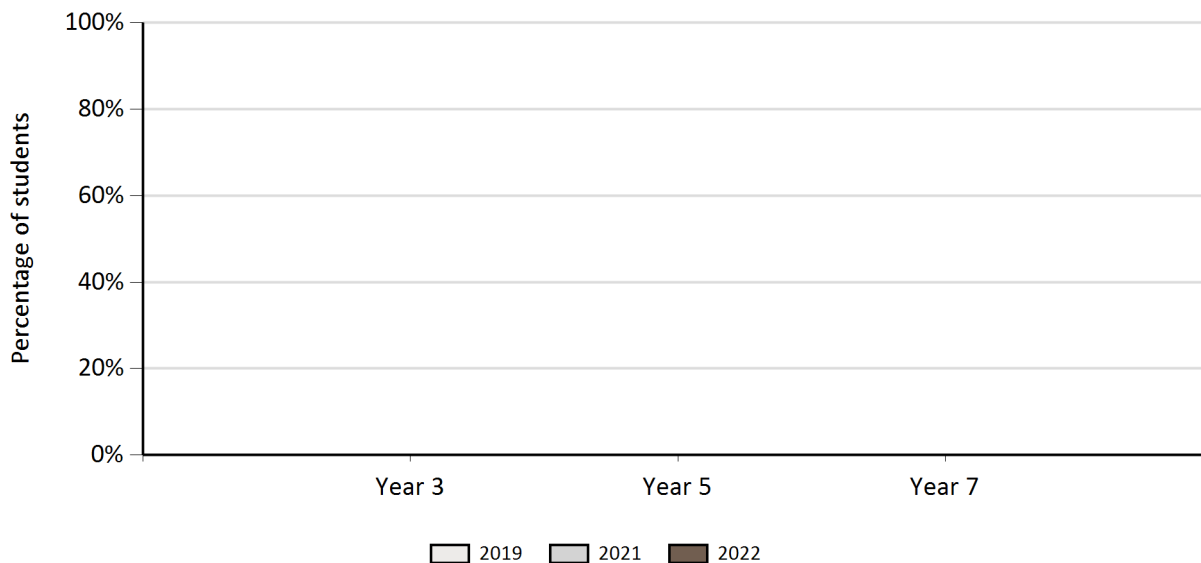
\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.



# NAPLAN proficiency - Aboriginal learners

## Reading



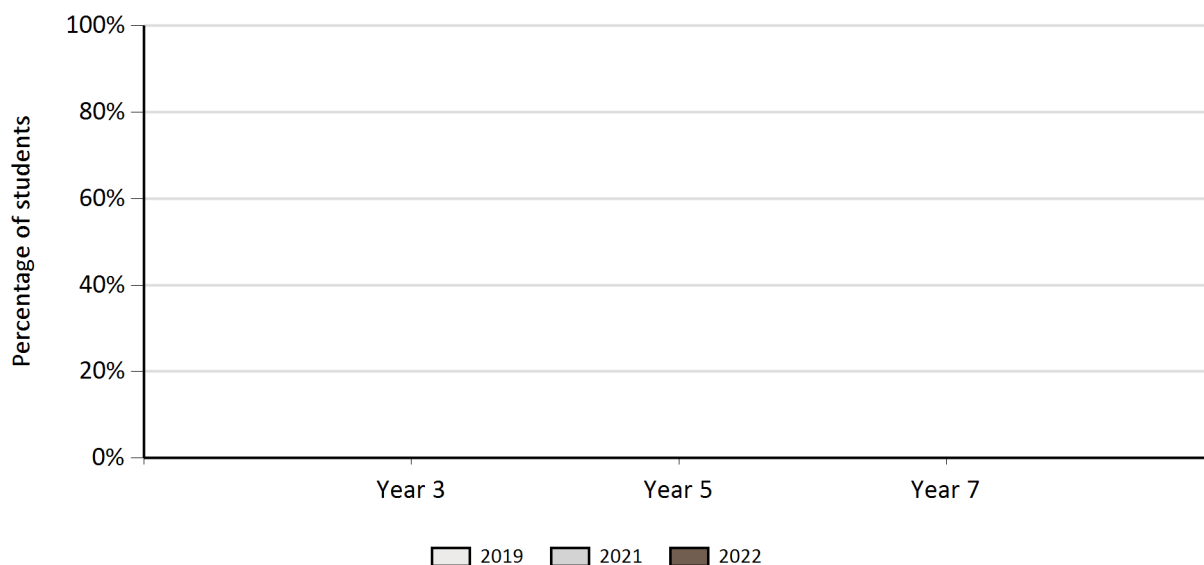
\*NOTE: No NAPLAN testing was conducted in 2020.

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: Quality Teaching

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

New improvement actions implemented in 2022 helped raise the literacy and numeracy achievement of our First Nations students through focusing on element 4. All identified Aboriginal learners received additional in-class support or intervention programs from highly trained providers. This was possible with the support of the AET, ACEO, SSO and the use of APAS funding.

Learners not at SEA (50% of First Nations students) were able to access targeted support through APAS funding. Students accessed evidence-based learning intervention programs eg. MiniLit, MacqLit, and Quicksmart.

In line with our SIP, there was an emphasis on progressive achievement in PAT-M scores for all year 3-7 First Nations students.

A targeted high-impact strategy was implemented as part of the speech pathology commission project to support the oral language and phonemic awareness of First Nations students.

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

First Nations students at or above the SEA level had access to classroom based SSOs and ACEO support. This extra support helped the students as well as the classroom teacher. Teachers reported an increased level of engagement and a stronger connection with the students. All students above SEA level increased their progress in literacy and numeracy, with Brightpath scores increasing and A-E grades in term 4 improving for maths and English.

APAS funding was used for First Nations students below the SEA level. Learning intervention programs (MiniLit, MacqLit and Quicksmart) achieved a positive result with a 66% growth in literacy and numeracy levels. The AET implemented targeted literacy activities for each student which were delivered by an SSO. When each goal was achieved, it was documented in the Aboriginal Student Focus Review and a new goal was written. This was in line with OCOP goals that were monitored and tracked by the AET and relevant classroom teacher.

PAT-M scores improved for 50% of First Nations children in years 3-7. Two students reached the benchmark for the first time. Through Quicksmart, there was 100% fluency improvement for all First Nations students.

# School performance comment

## Mathematics

PAT-M data years 3 -7: The percentage of children who reached the standard of educational achievement was as follows: Year 3 - 98%, Year 4 - 91%, Year 5 - 92%, and Year 6 - 96%.

One-minute maths Standardised test: We continued with the one-minute maths test during terms 1, 3 and 4 for years 3-7. This test collects information on students' fluency with addition, subtraction, multiplication and division facts. This is used to track students' growth as they progress through the primary years of school. Our students are showing progressive achievement with the automaticity of basic number facts.

A-E grades: The percentage of children who received a C grade or above was 90% in year 1, 88% in year 2, 93% in year 3, 96% in year 4, 82% in year 5, and 96% in year 6.

SIP targets 2022: Our target was to increase the number of students in the higher bands for numeracy in Naplan. We exceeded our year 3 target of 30% of students by 16% therefore we had 46% of students achieve in the higher bands but we didn't achieve our year 5 target.

Our target for 2022 was that all year 3-7 Aboriginal students would show progressive achievement in PAT-M. This was achieved for most students.

## Literacy

Phonological Awareness Skills Mapping (reception): Children are assessed on their Phonological Awareness (PA) ability to break words into syllables, match and produce rhyme, identify the beginning sound of words, and blend and identify sounds in words. All children showed growth in their PA from assessments carried out at the beginning and end of their first year of school. Term 1 saw 97% of children achieving the early reception benchmark. This can be attributed to the preschools that have engaged children in these types of activities and experiences to improve their phonological awareness prior to coming to school. Term 1 saw 65% of children achieving the end-of-year benchmark, this rose in term 3 where 98% of children achieved the end-of-year benchmark. By term 3, 90% of children had achieved the Year 1 / 2 benchmark. This can be attributed to the reception teachers for their consistent and explicit teaching and continual monitoring of student's progress and achievements, providing targeted intervention where appropriate.

Phonics Screening Check (Year 1): Assessed by year 1 teachers to monitor how students are progressing with phonics, children are asked to decode (read) 40 words, consisting of real and pseudo words. This year 83.25% of year 1 students achieved at or above the Standard of Education Achievement (SEA) - in the range of 28-40 words correct. There were 56.25% of students who achieved in the high band - 35-40 words correct. Although there was a drop from last year which saw 96% at or above SEA, there was a significant improvement compared to 2020 and 2019.

Running Records - year 2:

End of term 1 55.8% (38/68) achieved the benchmark of 21 or greater

End of term 3 92.4% (61/66) achieved the benchmark of 21 or greater

ORF Trial testing year 2:

Beginning of the year 80.2% (57/71) achieved core level or greater

Middle of the year 76.7% (56/73) achieved core level or greater

Year 2 accuracy status:

Beginning of the year 74.6% (53/71) achieved core level or greater

Middle of the year 83.5% (61/73) achieved core level or greater

Fountas & Pinnell

Year 4 - 79% (59/75) reached benchmark range (Q-S)

Year 5 - 50% (28/56) reached benchmark range (T-V)



# Attendance

Year level	2019	2020	2021	2022
Reception	94.6%	91.5%	93.9%	93.5%
Year 1	93.9%	92.2%	94.3%	89.9%
Year 2	95.1%	93.2%	94.6%	90.9%
Year 3	94.5%	88.7%	94.9%	89.8%
Year 4	93.6%	92.7%	93.1%	90.3%
Year 5	93.5%	89.7%	93.3%	88.0%
Year 6	94.1%	91.3%	92.3%	88.5%
Year 7	94.5%	91.6%	91.7%	N/A
Primary Other	89.7%	86.0%	88.4%	89.5%
Total	94.2%	91.3%	93.4%	89.8%

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

## Attendance comment

In 2022 our school attendance rate was 89.8%, a 3.6% decrease on the 2021 attendance rate and was impacted in the first 6 months by Covid. Our school community was at times caught in waves of sickness (covid and non-covid related) and parents were very cautious to send their children to school with any sickness issues. Of our 12 First Nations students, 33% are meeting attendance benchmarks and 66% are either habitual or chronic non-attenders. We have sought advice from attendance and Aboriginal services engagement officers to support our students to increase engagement and attendance. We have also not had access to our ACEO and our AET for long periods during the year due to personal circumstances. Our R-2 First Nations students continue to be the highest attendees at Paringa Park Primary of all of our First Nations students.

We continue to refine our recording of attendance and worked with attendance officers in 2022 to monitor students who fell in the chronic range. We reviewed our attendance policy in 2022 and continue to look at how we can better capture attendance and follow up non-attendance.

## Behaviour support comment

This year we suspended 6 students, a 75% decrease from 2021. Our recording of incidents decreased this year (350 recorded incidents down from 542 in 2021).

We implemented SSO support during break times to support identified students with yard behaviour. This had a flow-on effect in improved student behaviour in the yard. We had a number of yard activities at recess and lunch (chess, mindfulness colouring in, handball tournament, basketball comp, Paringa's Got Talent, Lego League, Lego Club, craft sessions and gardening club). We also introduced Mindful Mentors at the start of the year where students in years 3-6 led interoception activities in their class after each break.

We opened a Wellness Room during the year, where students were able to focus on their wellbeing. Sessions are run by the Wellbeing leader and PCW, utilising the boxing bag, fidget toys and yoga-based activities along with intentional learning strategies. In term 4 Tribes was initiated to give students a values-based focus in their daily interactions by earning tokens for using the 4 values of our school - Bravery, Care Challenge and Trust. This had a significant increase in building respect within our school.

# Parent opinion survey summary

Our parent survey had a total of 140 responses representing the 445 students enrolled at Paringa Park in 2022. It was clear from parents' responses that our school climate is very strong in communicating with families and, as well as the level of respect and attention to students' needs. Areas for continued growth for Paringa Park continue to be feedback to students and families, and students' understanding of work expectations in class.

Parents at Paringa Park have shown continued interest in being more involved with their children's learning and are wanting more strategies to use to support them (8% rise since 2020). It is a focus area we continue to develop to ensure increased parent connection. Standards and understanding of expectations that staff have of students is a linked area that we can continue to build through our communication networks.

The survey results showed that parents are very satisfied with Paringa Park's communication strategies which include Edsmart, Facebook, Seesaw, email, and phone conversations. This has been an area of continued growth for Paringa Park.

While we have areas to develop, we sit within 1-3% of like schools, which is a positive for our school considering the impact of covid on the wellbeing of our student community and families this year.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	7.1%
OV - LEFT SA FOR OVERSEAS	4	28.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	64.3%

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

Processes and procedures are in place to ensure compliance with the screening of parents for Working with Children.

All volunteers attending camps/excursions/sports coaching, committee members and those working 1:1 with students are required to have a current WWCC and complete the RRHAN-EC course.

New families to the school are informed of this policy and encouraged to complete the WWCC when their child is enrolled at the school. We run a volunteer parent workshop each year for new and current families.

# 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	54
Post Graduate Qualifications	16

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	31.7	0.3	9.1
Persons	0	36	1	13

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

## Financial statement

Funding Source	Amount
Grants: State	\$139,703
Grants: Commonwealth	\$2,700
Parent Contributions	\$119,249
Fund Raising	\$557,785
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	<p>In 2022 our funding was used to employ a Special Education teacher 2 days a week and SSOs to provide in-class support aligned to One Plan goals. We have also looked to self-fund and implement evidence-based intervention programs (eg Quicksmart, MiniLit and MacqLit) to target students with literacy and numeracy needs.</p> <p>Release time for teachers was provided from the RES funding to document and update student One Plans throughout the year to ensure they are relevant and quality working documents. In week 7 of each term, staff were allocated time in staff meetings to adjust One Plans.</p>	<p>Student Review Team meetings were held twice a term to identify students in need and direct services and support through our referral process. Our Special Education teacher documented these meetings throughout the year and worked with the Wellbeing Leader to make staff aware of all relevant information and support teachers to place referrals for students. Targeted students are tracked and supported, and staff have regular communication with families.</p>
	Improved outcomes for students with an additional language or dialect	<p>A teacher was appointed to work with EALD identified students. All testing for students with EALD was suspended by the department in 2022 and therefore we had no collection of data for the year.</p>	<p>EALD students were supported based on their needs in consultation with teachers and parents. This support varied from student to student, but mostly occurred via accommodations and adjustments that teachers were making at a classroom level in collaboration with parents.</p>
	Inclusive Education Support Program	<p>A teacher was appointed 0.4 to work with identified learners and to coordinate intervention. In 2022 we submitted 3 new applications for IESP funding for students, of which we received category 1 and 2 funding for 2 of the students and are still awaiting an outcome for a category 3 level funding application. We have 15 students receiving category 1 funding, 2 students receiving category 2, 2 students receiving category 4 and 2 students receiving category 6 funding.</p>	<p>PAT and NAPLAN progress showed improvement.</p>
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>An Aboriginal Community Education Officer was appointed for terms 1-4 for 11 hours per week. Documentation was completed through the students' OCOP. We used SSOs to support students individually and in small groups with evidence-based literacy intervention programs (MacLit and MiniLit) to improve SEA outcomes for students. The Quicksmart numeracy intervention program was established by our numeracy leader with four SSOs being trained in implementing the program. In 2022 we had 16 students in years 5 &amp; 6 participate in the Quicksmart program.</p>	<p>Information was documented through students OCOPs and reviewed regularly. All teachers further developed their understanding and implementation of the maths curriculum. Students who participated in Quicksmart showed increased growth with maths facts, fluency and confidence.</p>

Program funding for all students	Australian Curriculum	<p>Targeted maths and literacy intervention programs were implemented throughout the school. These included MiniLit, MacqLit and Quicksmart.</p> <p>The Quicksmart maths intervention program was offered to 16 students in years 5 and 6. Quicksmart is based on being quick in response and smart in strategy with basic facts in all four operations. The Quicksmart team at the University of New England analysed our results at the end of the year. The report for 2022 using effect size shows all students made significant improvements in the program.</p>	Student Quicksmart results were also compared to PAT-M data. These results indicate a higher gain for Quicksmart students in relation to their average-achieving peers in the comparison group. First Nations students, while starting at a lower point, had a higher average gain than the overall Quicksmart participants.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding is directed to employ extra staff to keep class numbers to a minimum in the early years. Funding also contributed towards a Pastoral Care Worker and SSOs to support learner wellbeing.	Identified students received additional support. Consistent planning, delivery and data tracking of literacy and numeracy programs enabled targeted outcomes for students.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A