



Challa Gardens Primary School

2022 annual report to the community

Challa Gardens Primary School Number: 714

Partnership: Inner West

Signature

School principal:

Mrs Pina Fitzharris

Governing council chair:

Peita Backhouse

Date of endorsement:

4 April 2023



Government
of South Australia
Department for Education

Context and highlights

Challa Gardens Primary School provides learning for students from Pre School to Year 7. The school has a diverse student population made up of approximately 65% school card, 70% EALD students, 10% Aboriginal students and 5% students identified with a disability. Challa Gardens Primary School is classified as a Category 2 school. We started the year with 250 students.

We started the year with students learning online which was challenging for our staff because they didn't have the chance to meet their students. However we found an increase of students connected to online learning.

This year COVID affect our community.

30 staff members from 40 contracted COVID. This added a challenge for continuity of learning with some staff absence for up to two weeks at a time.

During term 2 and 3 we recorded very high levels of student absences - up to 80 students daily. Room 13 and 14 were closed for 2 weeks due to all students and teachers being unwell.

PRESHOOL

Challa Gardens is a Department for Education preschool located on the Challa Gardens school site and is part of the Inner West partnership. We have 30 preschool children enrolled with over 80% of our children having English as an additional language. All children access 5 sessions (morning and/or afternoon). On enrolment, families are given the choice of days they would like their child to attend. This is discussed and negotiated with the leader during the enrolment process. The groups are consistent and remain the same each day. The preschool has developed strong connections with the school where children have the opportunity to be part of whole school events assemblies, sports day, library and drama lessons. This allows for relationships with families and children to be developed from the beginning and continued through to their children's primary years. The majority of our pre-schoolers continue on to attend Challa Gardens Primary School.

The centre is open all day Monday, Tuesday and Wednesday and half a day Thursday. Staff engage in professional learning each Thursday afternoon. They are involved in the Inner West partnership professional learning where they are able to collaborate with others preschool sites.

This year our QIP goal has been to extend children's oral language and embed consistent evidence informed practices. Staff have been involved in the Sustained shared Thinking professional learning and have continued their learning in Pedagogical Documentation (a process of learning design, assessment and reflective practice.) This has occurred through our partnership professional learning days and our ongoing coaching. Through our Pedagogical Documentation we have been able to see a growth in oral language development in all our preschool children.

This year we have also focussed on developing the inside and outside learning areas. Staff have become more intentional when creating some of these spaces. Children have also had the opportunity to take some ownership of these learning spaces.

We have had a greater percentage of families filling in the parent preschool survey. The responses were mostly positive with families feeling welcomed and happy with their child's learning. A focus on how to engage families more with their child's learning will continue to be focus.

Governing council report

2022 was an interesting year. Beginning the year with Online Learning due to Covid 19 was definitely new for staff, students and families. Somehow, everyone managed and the students continued their learning and many (along with their parents) improved their IT skills. Over the year there was a significant amount of absence due to students and staff contracting Covid and/or having to isolate due to being close contacts, but again the school managed and stayed open the entire time.

It is a shame that so many camps and excursions were cancelled or ver booked but there were small highlights for students along the way. Swimming week, aquatics, Footsteps dance and end of year trips to the Museum, Waterworld, Movies and other places were definitely a highlight for students.

Lets hope that 2023 brings a more normal life for all of us. Where the children can come to school and learn inside and outside the classroom and have fun with their friends and the staff at school. 2022 was a successful year, considering all the changes that were endured, but lets hope 2023 is the best year we have had a Challa Gardens Primary School so far.

Quality improvement planning

This year junior primary team implemented phonological awareness and phonic programme. Mirjana Dispenic (REC/Year 1) was released once a week to provide support and coaching for JP Team. Mirjana worked closely with Simone M (Literacy Guarantee Unit) to build the teams skills and knowledge of the programmes as well as develop resources for teachers and students.

The focus for the JP PLT for 2022 included:

- * Strengthen the implementation of Systematic Synthetic Phonic Approach and Letters and sounds scope and sequence.
- * Instructional routines with the essential elements of SSP

Beginning reading and writing skills

Identifying parts of sentences

writing simple and compound sentences.

Results for 2022 compared to 2021

Target:

25 students achieve 28

15 students achieve 32 and above

2022

26 Students Participated

Fluent Decoders (28 – 40) – 17 students = 66%

Developing Decoders (20 – 27) – 2 students = 8%

Struggling Decoders (0 – 19) 7 students = 26%

2021

31 Students Participated

Fluent Decoders (28 – 40) – 21 students = 67%

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Struggling Decoders (0 – 19) 6 students = 19%

Midlle Primary PLT

Focus: How can we sharpen the "I DO" phase of the gradual release of responsibilty to improve our explicit instruction in Reading Comprehension and Writing.

The team implemented the Engagement Norms from " Explicit Direct Instruction" research. This strategy uses physical gestures to enable students to engage in the lesson. The process includes Track with me which increases reading opportunities, improve vocabulary and supports pronunciation and comprehension and Pair Share creates a dialogue rich classroom where students share ideas and are learning from one another.

Primary PLT:

Focus:

1. Restructure our support and learning intervention to meet the instructional practices ... teach explicitly in a workshop type approach to reading and writing.

2. Deepen our formative assessment strategies so students are actively able to manage and adjust their own learning.

The primary team implemented the teaching and learning cycle from the LEAP documents with a focus on support reading and support wriitng strategies.

Results from 2022 PAT R

Year 3 (95) 2022 – 41 (32) students

13% (13) - 13 students achieve higher bands. This equates to over a year's growth

Year 4 (106) 2022 – 35 (38) students

29% (12) - 14 to achieve higher bands. This equates to over a year's growth

2021 – 10 HB 2022: 2 SEA

Year 5 (112) 2022 – 38 (37) students

37% (16 students) 12 to achieve higher bands. This equates to over a year's growth

2021 – 13 2022 – 3 SEA

Year 6 (118) 2022 – 40 (44) students

23% (10 students) 10 to achieve higher bands. This equates to a year's growth

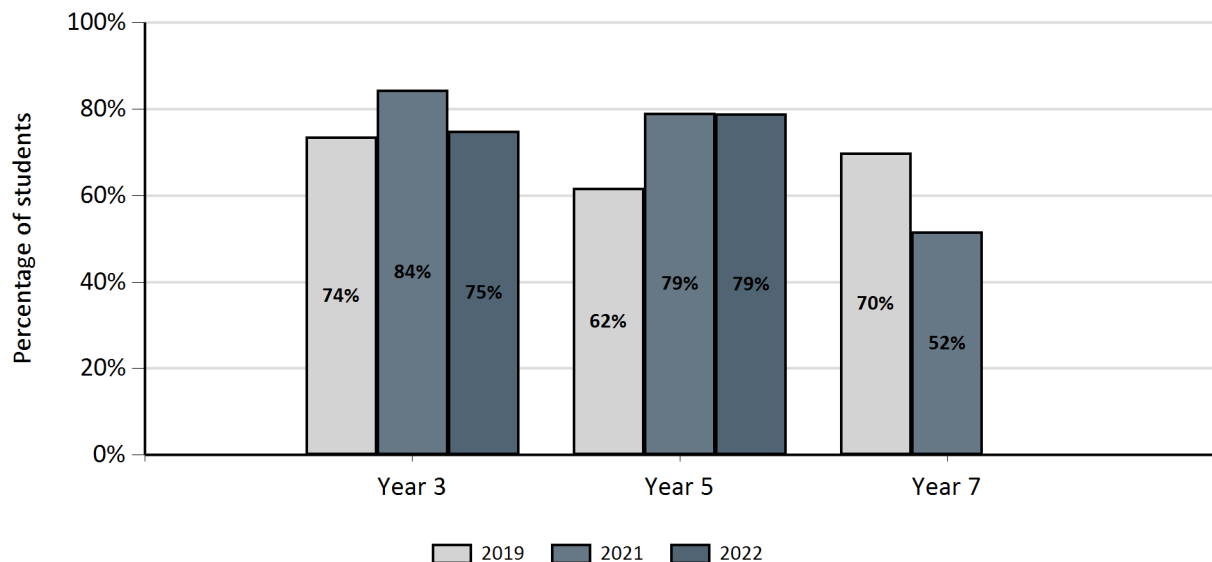
2021 – 8 2022 – 1 SEA

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

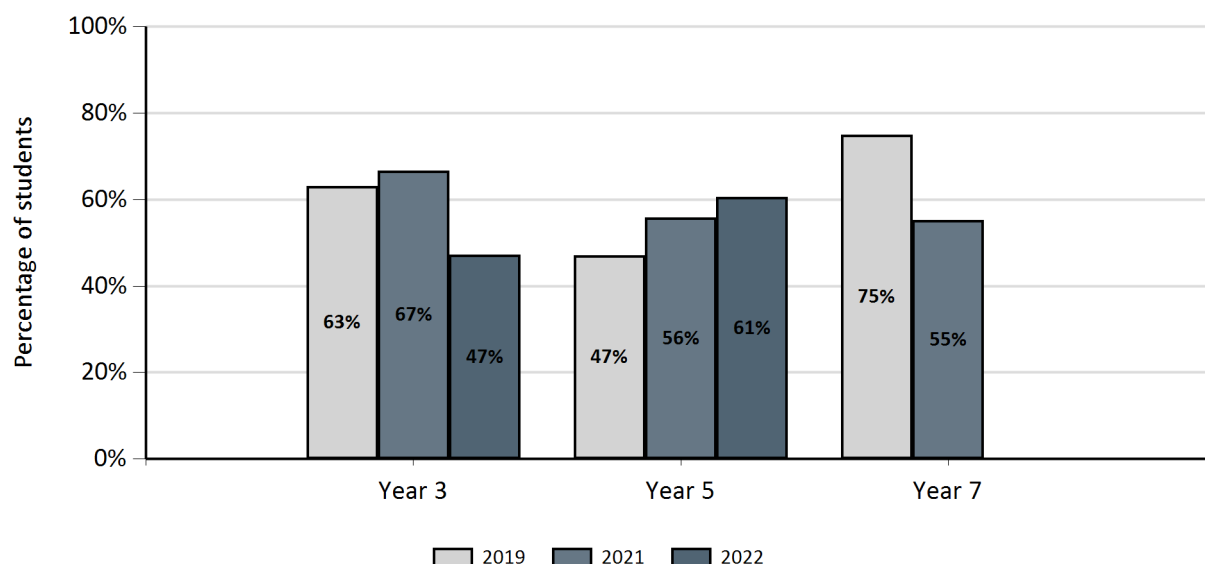


*NOTE: No NAPLAN testing was conducted in 2020.

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	36	36	12	4	33%	11%
Year 03 2021-2022 Average	40.5	40.5	16.0	5.0	40%	12%
Year 05 2022	38	38	9	4	24%	11%
Year 05 2021-2022 Average	40.5	40.5	11.0	4.5	27%	11%
Year 07 2021-2022 Average	29.0	29.0	3.0	2.0	10%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

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

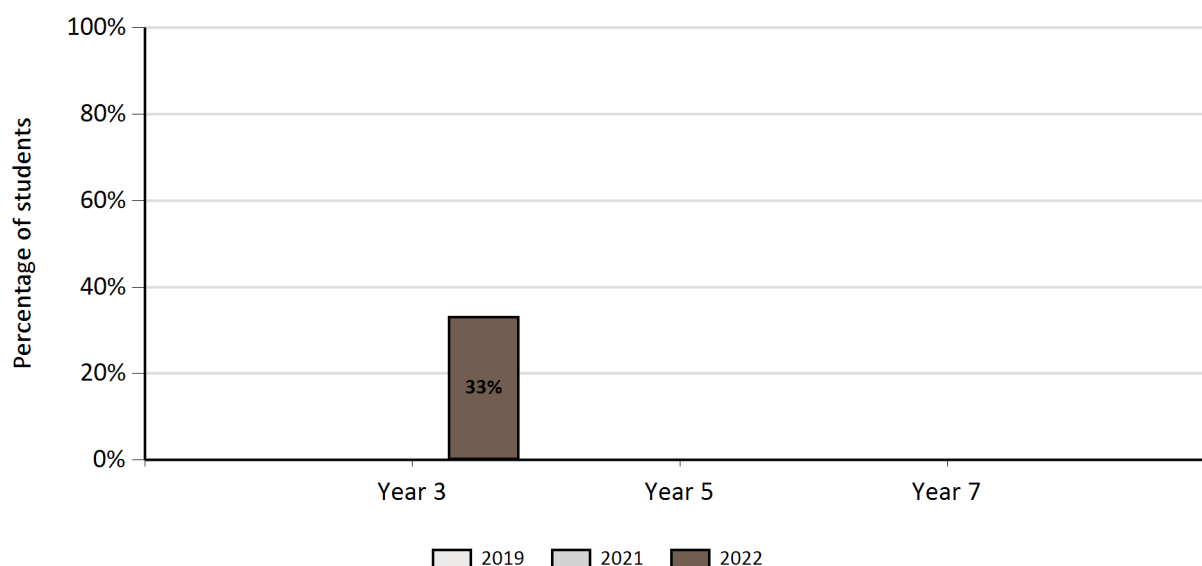
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



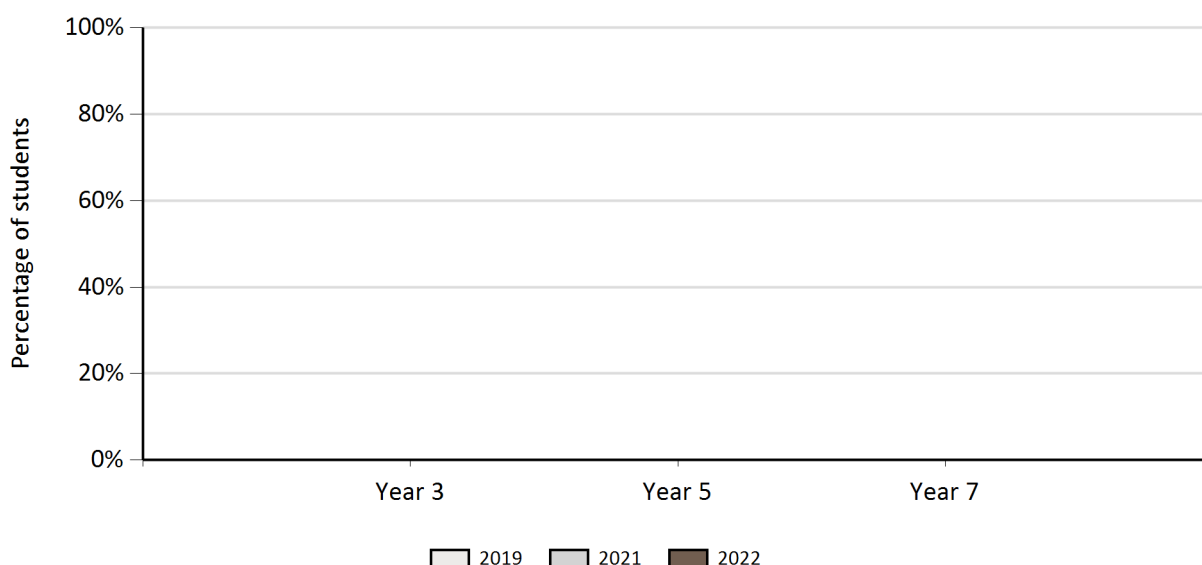
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	6	6	0	0	0%	0%
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.

[^]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:

All Aboriginal students who were below SAE participated in either individual or small group literacy intervention. The intervention was targeted at year level teams and students either worked with a specialist teacher or SSO. The intervention programmes were reviewed every 5 weeks using literacy conversations with teachers and STAR team. Students participated in the intervention 3 times a week.

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

4 students exceeded appropriate year level in numeracy, reading and writing.
5 students met appropriate year level in reading and writing.
2 students were below appropriate year level.
3 students were well below appropriate year level - writing and numeracy

School performance comment

Comparison between 2021 and 2022

Year 3 PAT R (95) 2022 - 32 students
20 students between 106 – 138 scale score
10 students between 95 – 105 scale score
2 students below 94 scale score

Year 3 PAT R (95) 2021 - 39 students
17 students between 106 – 138 scale score
16 students between 95 – 105 scale score
6 students below 94 scale score

Year 4 PAT R (106) 2022 – 38 students
14 students 126 – 144 scale score
16 students between 106 – 125 scale score
8 students below 105 scale score

Year 4 PAT R (106) 2021 – 39 students
14 students 126 – 144 scale score
17 students between 106 – 125 scale score
10 students below 105 scale score

Year 5 PAT R (112) 2022 – 34 students
22 students between 118 – 135 scale score
6 students 112 – 117 scale score
4 students below 111 scale score

Year 5 PAT R (112) 2021 – 42 students
27 students between 118 – 135 scale score
8 students 112 – 117 scale score
7 students below 111 scale score

NAPLAN READING:

Year 3 - 74% students met SEA and 33% students reached higher bands. This is a decrease in both SEA and Higher bands reached in 2021

Year 5 - 79% students met SEA. This was the same in 2021. A slight decrease in students reaching higher bands. Both scored are the highest results to date.

Year 1 Phonic Screening

Target:

25 students achieve 28

15 students achieve 32 and above

2022

26 Students Participated

Fluent Decoders (28 – 40) – 17 students = 66%

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Attendance

Year level	2019	2020	2021	2022
Reception	86.6%	87.1%	90.8%	77.9%
Year 1	90.0%	85.8%	89.6%	84.0%
Year 2	85.8%	86.5%	90.2%	84.4%
Year 3	90.6%	86.3%	89.2%	83.6%
Year 4	92.4%	88.9%	87.0%	85.6%
Year 5	85.1%	89.7%	90.7%	81.9%
Year 6	85.5%	83.2%	92.5%	85.0%
Year 7	84.5%	87.6%	85.6%	N/A
Total	87.7%	87.0%	89.5%	83.3%

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

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

Attendance comment

This year we a decline in mainstream attenders due to the impact of COVID in all year levels.
 6% of students had more than 50 days non attendance
 10% of students had 25 - 50 days non attendance
 5% of students had 20 - 25 days non attendance
 12% of students had 10- 50 days of non attendance
 20% of students had 5-10 day of non attendance
 39% of students had less than 5 days non attendance

Behaviour support comment

In 2023 we continued to work with our district OT around the development of our whole school Zones of Regulation and our environmental spaces to support regulation. This is continuing in 2024. Staff completed their Berry street training and worked on coming up with a set of consistent agreements that we would all implement. Overall we have seen an increase in whole school language being used and students being able to articulate more successfully how they are feeling.

Parent opinion survey summary

COVID represented another challenging year.
Parents remain off school grounds for most of the year. In term 4 parents were able to return on school grounds however they were not permitted in buildings.
Parents also did not attend assemblies for 2022.

However families were able to connect with staff via See Saw, Skoolbag and social media.

56 families completed the Parent Opinion Survey.

The survey showed:

School Climate:

Families at Challa Gardens feel people are respected in our school and believe their child is important to us.

People are respectful: 91%

teachers and students are respectful: 94%

Communication Channels:

Families are happy with our communication. Over the last 3 years we have moved to digital platforms - skoolbag, social media, see saw, text messages etc.

Receives enough communication: 81%

School communicates effectively: 85%

Learning at School and Home

This was an area of focus for 2022 from the survey - 'I would like more help with my child's learning.

Encouraged to help child learn: 79%

Receives Learning tips: 71%

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	9	26.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	24	70.6%
VI - LEFT SA FOR VIC	1	2.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All volunteers, including Governing Council Members have undergone relevant history screening. The cost is covered by the school.

The school has a data base that is used to ensure that relevant screening remains current.

Volunteers for Homework Club which is provided by Smith Family provide school with History Screening.

All visitors to the school who deal with students including performers and sporting groups must issue school with a hard copy of all clearances which are then retained in the school.

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	38
Post Graduate Qualifications	8

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	21.8	1.9	7.0
Persons	0	24	2	10

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

Financial statement

Funding Source	Amount
Grants: State	\$402,985,713
Grants: Commonwealth	\$13,150
Parent Contributions	\$7,759,699
Fund Raising	\$6,314
Other	\$35,803

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	Strengthen Zones of Regulation language across the school and all learning spaces implement a calm area. Implemented formative practices so students are learning to map their progress and set learning goals.	2022 Student Wellbeing data showed an increase in: * Important adult at school - 67% to 77% * Connectedness to school - 70% - 73% * School Climate - 51% - 57% * School Belonging - 58% - 59%
	Improved outcomes for students with an additional language or dialect	Each year level team had a .6 specialist teacher 20hrs SSO hours to support EALD students for reading and writing.	Students accessed Multil lit and mini lit 3 to 4 times a week either in as a small group or individually with an SSO or worked with a specialist teacher.
	Inclusive Education Support Program	Our funding supported extra SSO hours for students in class to access their learning as well as provide targeted professional learning for staff.	A number of our identified students showed improvement in reading and the school is developing a school approach to reading and writing.
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	Each year level team had a .6 specialist teacher 20hrs SSO hours to support students for reading and writing. Staff worked with identified students up to 3/4 times a week. Students were identified using PAT R and NAPLAN reading data. STAR team met weekly to track and monitor students and leadership were involved in 5 weekly discussions with classroom teachers.	Using achievement data to track and monitor students we were able to target all students who were achieving below SEA and implement a programme to support their improvement.
Program funding for all students	Australian Curriculum	Focus for staff was to develop and targeted approach to reading and writing learning design. Staff worked within their year level teams and PLT to develop, implement and review the effective of their learning design.	Year level groups enabled teams to identify similar/common challenges and collaborate to plan and implement new learning pedagogical practices. This has helped the staff to differentiate and utilise support staff to ensure all learners needs were being met.
	Aboriginal languages programs Initiatives	N/A	N/A

Other discretionary funding	Better schools funding	Each year level team had a .6 specialist teacher 20hrs SSO hours to support students for reading and writing. Staff worked with identified students up to 3/4 times a week. Students were identified using PAT R and NAPLAN reading data. STAR team met weekly to track and monitor students and leadership were involved in 5 weekly discussions with classroom teachers	Using achievement data to track and monitor students we were able to target all students who were achieving below SEA and implement a programme to support their improvement.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A