



# Elizabeth East Primary School

## 2022 annual report to the community

Elizabeth East Primary School Number: 943

Partnership: Elizabeth

Signature

School principal:

Mr Thomas Harvey

Governing council chair:

Nicole McNeil

Date of endorsement:

14 April 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Elizabeth East is a category 2 site in the northern suburbs of Adelaide. In 2022, we had 180 children enrolled. This included:

- 15% of children with English as an additional language
- 30% of students with disabilities (including students in our two special options settings)
- 10% students who identify as Aboriginal or Torres Strait Islanders

During 2022, the school saw a change in principal, with both Julie Murphy and Cherie Collings sharing the role during term 1 and with Thomas Harvey appointed to the role at the beginning of term 2 for a six year period. This change in principal provided the opportunity for the school to review its current directions and make some significant changes. The Education Department supported many of these with upgrades to infrastructure including new cabling, IT server and bell system; painting of classrooms; new bitumen for the basketball court and pathways; and the modification to the special options playground.

The school also began its curriculum reforms, this initially focused on the implementation a systematic synthetic phonics approach to teaching across the early years which saw our phonics result increase by 20% on the 2021 levels. New planning and programming structures were implemented ensuring that students were gaining access to age appropriate content, as well as providing consistency of programming within year levels and continuity of learning across the site R-6. This was also supported by some initial work with our curriculum lead who worked alongside individual teaching staff to further develop our curriculum programs. This work will put the school in a strong position for the next external school review which is due to take place late in term 1 2023.

With COVID finally subsiding, families were welcomed back to whole school events including our sports day at the end of term 3 and our end of year events including our school concert and graduation. Other highlights included our engagement with SAPSASA interschool sporting events, R- 5 swimming, Year 6 Aquatics, our year 6 camp to West Beach, our music and choir performances and our transition to school program. Stronger ties have been developed with our feeder preschool and we look forward to building on this throughout 2023.

This year we also said farewell to Mr B who has worked as our wellbeing leader for the last three and a half years. Mr B has had a strong focus on providing support not only to our students but to their families and he will be missed by our community. We also say goodbye and thank you to Kelly Coulter, Tara Mather, Lisa Van Der Eerden and CiCi Yang as they move on to new opportunities.

Stef Sotora and Caitlin McClay have supported our intervention work across the site this year, assisting our students with their reading and writing development. Both staff members have been successful in winning leadership roles for the next 12 months and we wish them well with their new opportunities.

## Governing council report

Discussions this year have related to funding for Elizabeth East Primary School to improve the learning environments. Special needs playground was installed and then had to be pulled apart as didn't meet safety requirements. This was being re built later in the year and over Christmas holidays.

Canteen manager position was filled for 3 days a week, as the canteen was only open for 3 days a week during the year. A new Principal was appointed and began Term 2 and welcomed to the school with a lot of positivity.

Discussions were in place for painting internal walls of corridors and classrooms and more storage cupboards for classrooms.

Finance and budgets reports discussed and moved at each meeting ensuring the council were fully aware of the school financial position. We as a Governing council approved for our Business Manager to send remaining outstanding accounts to a Debt Collector. Earlier than normal which we hope will help gain the necessary funding.

Junior and Upper Primary playground equipment was painted over Christmas holidays. Bitumen behind special needs unit was also finally finished.

All in all I think this year was a very good and positive year even though there was a bit of uncertainty at the start of the year. We are looking forward to 2023 being even better.

# Quality improvement planning

The focus of our improvement work across 2022 was driven by our Priority Improvement Plan (PIP) with links being made to our Site Improvement Plan (SIP). Our termly PIP goals aligned to the External School Directions set in September of 2021. Key actions in this area included:

- Regular planning and review cycles focused on curriculum improvement in literacy (phonics and reading)
- Professional discussions reviewing our assessment processes and use of data to inform teaching and learning programs
- Embedding self-review processes to improve the quality of teaching and learning
- Coaching and mentoring support for teachers to build capacity in curriculum planning, implementation and review
- Building high impact teaching strategies consistently across the site
- Building consistent planning and program expectations
- Development of whole site understanding of explicit direct instruction pedagogies

Through the review processes, our teaching staff identified that we have made consistent gains towards all of these actions. The impact of this work saw the consistent implementation of teaching and learning programs across like age classrooms; increased consistency of the use of learning and intentions and success criteria across all aspects of literacy and extending into other curriculum areas; embedded self-review processes which enhanced the implementation of new curriculum initiatives; and ongoing mentoring and coaching of staff through an instructional leadership lens. Over the coming 12 months, we expected to see these actions continue to strengthen the learning experiences for students in their classrooms, ensuring that students have access to both developmentally appropriate and age appropriate learning experiences that challenge and stretch their learning at their own level.

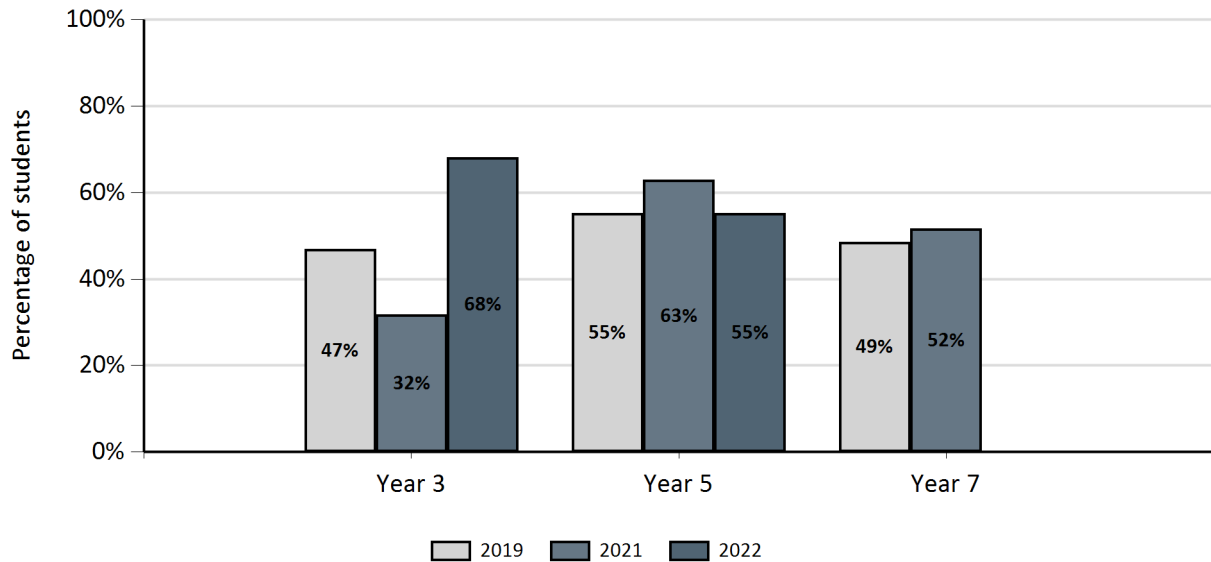
The site's On Track Evaluation is expected to take place in week 10 of term 1. Following this review, it is expected that the Site Improvement Plan will drive the improvement work for the remainder of 2023.

# 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

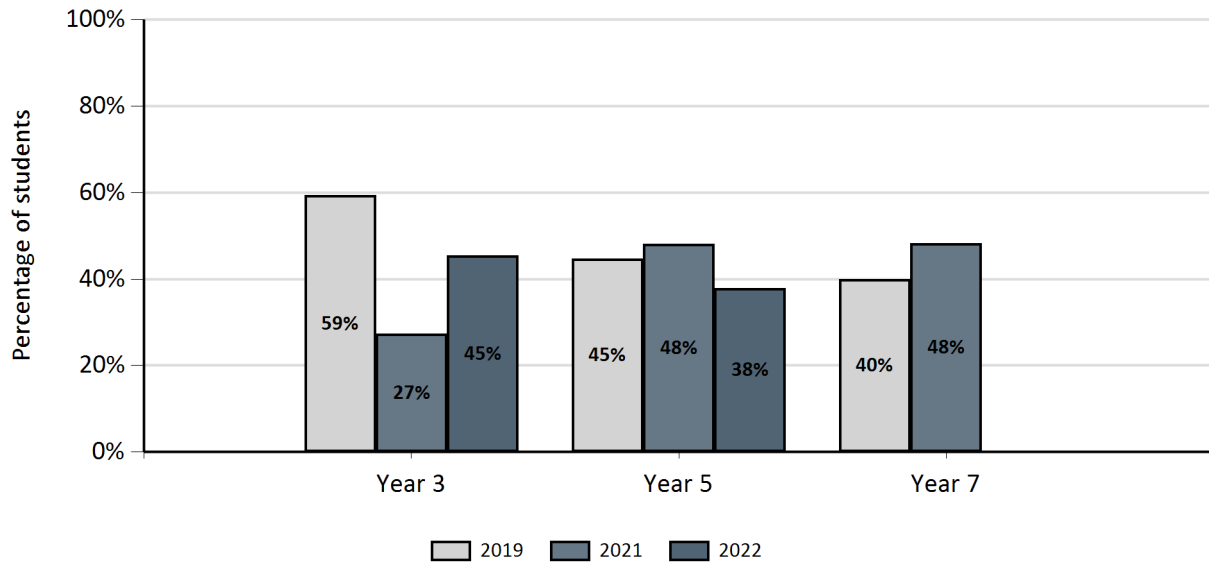


\*NOTE: No NAPLAN testing was conducted in 2020.

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	22	22	3	0	14%	0%
Year 03 2021-2022 Average	22.0	22.0	2.0	1.0	9%	5%
Year 05 2022	29	29	7	0	24%	0%
Year 05 2021-2022 Average	28.0	28.0	3.5	0.0	13%	0%
Year 07 2021-2022 Average	29.0	29.0	2.0	1.0	7%	3%

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

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

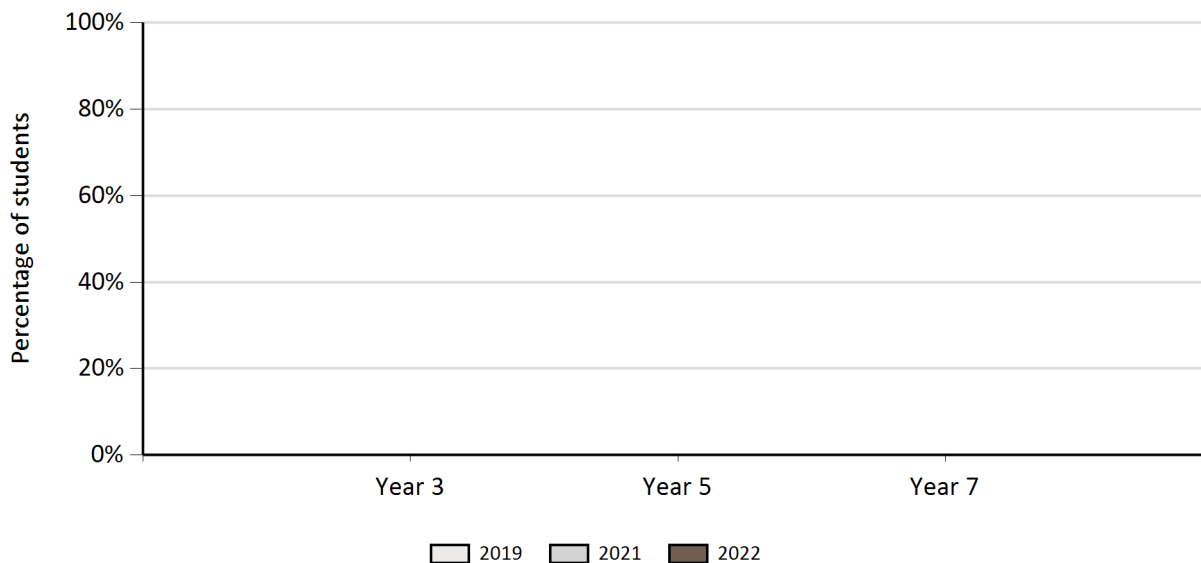
<sup>^</sup>includes absent and withdrawn students.

\*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



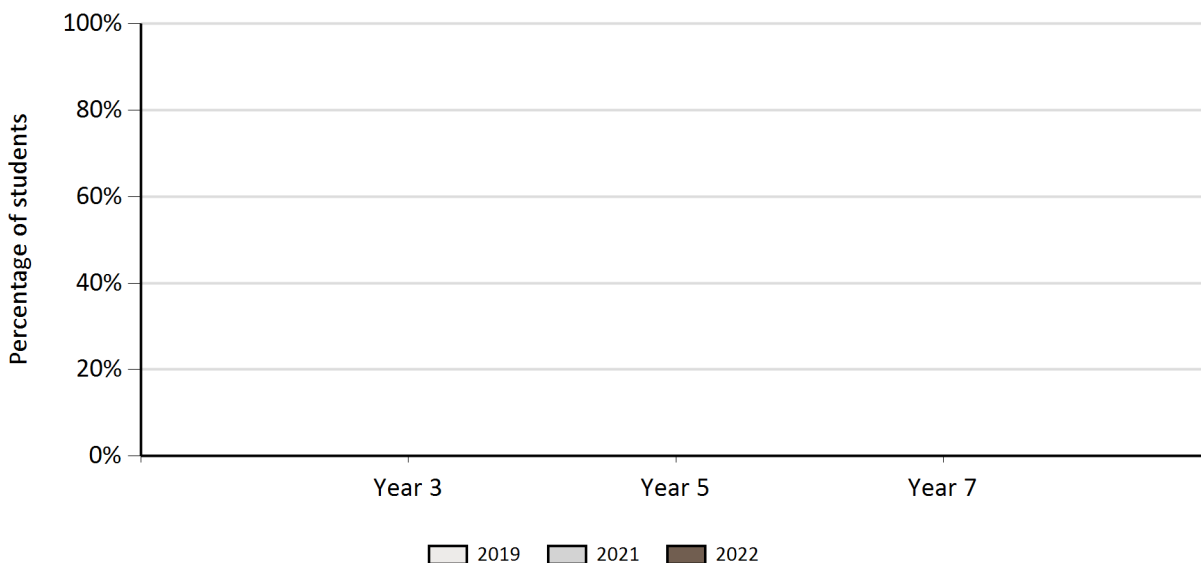
\*NOTE: No NAPLAN testing was conducted in 2020.

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: Intervention & Support

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

Our AET continued to refine their focus on providing targeted individual literacy support, aligning their intervention work to the core site improvement work in literacy. A need was identified to strengthen the connection between the teaching practices in classroom the our intervention work.

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

There were individual student improvements within identified goals. Overall, we saw an improvement in the knowledge of our JP students with phonics and an improvement with our primary students reading. A number of our primary students was significant growth with their PAT R scores, which was a result of both the classroom focus on reading instruction and the changes made to the intervention structures.

# School performance comment

The school celebrated making the paper for being in the top 10 overall highest improvements in Naplan scores for Year 5. An analysis of year 5 results showed that the school increased by 12.6% over 4 years.

Another highlight was a steady increase in the Year 1 Phonics Screening Check data. In 2021, 50% of the cohort passed the test. In 2022, 61% reached the benchmark. Out of the 18 students that completed the check, 11 passed with a score of 28 or above. Of the 7 that didn't reach 28, 1 was absent and 3 scored just below 28.

In Year 2, 20 students sat PAT Reading. Ambitious targets were used from PatTracker to measure progress and set SIP targets. 65% (13 students) of the cohort were at or above SEA with one student significantly above SEA level. 30% (6 students) were almost at SEA level, whilst 1 student was deemed at risk. The Year 2 cohort didn't complete PAT M but this will be timetabled in for 2023.

23 Year 3 students completed PAT Reading. Based on PatTracker targets, 65% of the cohort (15 students) were at or above SEA. 4 of these students were significantly above SEA, obtaining a score of 114 or above. 3 out of the 4 of these students were also in the high bands for NAPLAN reading, with the 1 other student not sitting the test. 6 students were almost at SEA level, with 2 students deemed at risk.

In Year 4 in PAT Reading, 13 students sat the test. 6 students made optimal growth between tests 3 and 4. The 1 student who was significantly above in 2021, remained at this level. 85% (11 students) of the cohort met SEA level or above. 2 students did not meet SEA.

In Year 5, 21 students completed PAT Reading. 28% (6 students) were significantly above SEA level, achieving a score of 131 or above. 4 students also scored above SEA. 28% (6 students) did not achieve SEA.

In Naplan reading for the Year 5s, 67% met SEA with 11 of these students in the higher bands. 33% (8 students) scored below Band 5, therefore not meeting SEA.

In Year 6 22 students completed PAT Reading. 86% (19 students) achieved SEA. 1 of these students scored 137 or above, deeming them to be significantly above. Only 3 students didn't meet SEA.

In Maths, 20 students sat PAT Maths in Year 3. There were no students who were significantly above SEA level. 10% (2 students) were above SEA level and 45% (9 students) were at SEA level. 45% of the cohort (9 students) didn't meet SEA. 2 of these students were deemed at risk, scoring 91 or below.

18 Year 3 students sat NAPLAN Numeracy. Like PAT Maths, none of these students were in the High Bands. 3 students however, were in Band 4. 9 students were below SEA level.

13 students sat PAT Maths in Year 4. 4 students made optimal growth between tests 3 and 4. 62% (8 students) were at SEA level or above. 1 student was significantly above SEA level.

In Year 5, 21 students completed PAT Maths. 57% (12 students) met SEA. 3 of these students scored 131 or above, which placed them in the significantly above SEA category. 8 students made optimal growth between tests 4 and 5. 9 students were almost at SEA, scoring between 102 and 111.

In Naplan Numeracy for Year 5, 22 students completed the assessment. There were no students in the high bands. There were however 4 students who achieved in Band 6. 54% of the cohort were below SEA level (below Band 5).

In Year 6, 22 students completed PAT Maths. 77% (17 students) met SEA, with 4 students achieving 130 or above. 2 of these students were significantly above SEA. 23% (5 students) did not meet SEA.

The analysis of the data across the site informed the SIP targets for 2023, with a continued focused on reading and increasing the number of students achieving and retaining SEA and in the higher bands.



# Attendance

Year level	2019	2020	2021	2022
Reception	84.5%	85.1%	81.2%	77.5%
Year 1	83.1%	83.9%	86.7%	70.1%
Year 2	80.8%	87.0%	91.0%	84.0%
Year 3	90.1%	85.8%	79.2%	83.9%
Year 4	87.7%	87.6%	86.2%	70.0%
Year 5	85.7%	85.7%	87.8%	76.4%
Year 6	78.3%	86.0%	85.6%	79.2%
Year 7	76.8%	81.7%	81.9%	N/A
Primary Other	86.0%	81.1%	81.0%	67.5%
Total	83.8%	85.0%	84.7%	76.4%

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

## Attendance comment

2022 attendance rate of 79.7% was 5.1% under 2021 of 84.8%. In 2021 all classes except Special Class (79%) were in the mid to high 80's. Unfortunately only three classes managed to get into 80's in 2022. Reception with 82.6%, year 2 84.7% and year 3's with 85.1%. The year 3's did well with just over a 7% increase from 2021. Unfortunately this was cancelled out by the Special Classes which had a 10% drop for 2022 (69%). The children in our special classes need to be a priority in 2023 if attendance is going to increase back to 86% as in 2020 / 2021. Our ATSI children have achieved 80.1% in 2022. This is a drop of 4% of 2021. Of the 26 ATSI students, 12 (46%) achieved 90% or more with four achieving 98% – 99%. Another seven achieved 82% to 88%. Another two missed out making 80% by 1%. These figures would have been in the mid-eighties except we had two new families enrolled. One in June with 55% and one in October with 53%. These families will need to be supported in 2023.

In 2021 unexplained absences were 3.3%. Currently on 3.7%.

We have a number of processes to manage non-attendance which is based on strengthening the relationship with families and working alongside of them.

## Behaviour support comment

Again since 2019 we have had a drop in suspensions, 2019 - 210, 2020 - 106 and in 2021- 69, 2022 - 33. This is a drop of 86% since 2019 and 47% from 2021. The number of students involved in these incidents have also decreased. In 2019 - 118, 2020 - 66 down to 43 for 2021. 2022 shows 20 students suspended. This is a drop of 46%. It was pleasing to see that none of our reception children had any suspensions for the year. Also our year six's had a 86% (19) drop in suspensions from 2021 (22) to three in 2021. Take homes have also decreased from 2019 - 185, 2020 - 92 and in 2021 - 49. Take homes for 2022 is 30. This is a drop of 61%. The number of students involved in the take homes has also dropped since 2019 by 84%. Total number of incidents recorded in 2021 was 246. Currently we have 719. Incidents involving abuse towards teachers was 5 incidents in 2021 and in 2022 went up to 15 incidents. The number of children involved in these incidents was also up. From three students in 2021 to 12 in 2022. Incidents of bullying and harassment was three in 2022. 2022 showed 10 recorded incidents.

# Parent opinion survey summary

This year saw an increase in the number of responses from our school community (increase by 3 times) to 50 responses. Overall, compared to the responses to the rest of the state, our parents had 10 to 15% fewer responses in the agree and strongly agree areas.

Some of the strongest responses were in the following areas:

- \* receives enough communication
- \* talks with their child at home
- \* believes education is important

Some of the lowest responses were in the following areas:

- \* receives learning tips
- \* wants more help with their child's learning
- \* has input into their child's learning

As a result of this feedback the school will work with the Governing Council to change how we community and engage with our school community. There are a number of strategies which Governing Council have already been discussing that look at addressing some of these concerns, including a change to our communication processes and our assessment and reporting processes.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	12.0%
OV - LEFT SA FOR OVERSEAS	2	8.0%
PA - PARENTING/CARER	1	4.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	19	76.0%

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 and screening checks were undertaken and appropriate records maintained.

# 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	35
Post Graduate Qualifications	10

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	1.0	20.6	1.0	15.6
Persons	1	23	1	22

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

## Financial statement

Funding Source	Amount
Grants: State	\$3,541,447
Grants: Commonwealth	\$7,000
Parent Contributions	\$46,412
Fund Raising	\$2,118
Other	\$6,700

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	The school employed a wellbeing leader to support student engagement.	Ongoing implementation of whole site approaches to wellbeing and engagement from a trauma informed perspective. Additional programs run to support families with wellbeing and financial support
	Improved outcomes for students with an additional language or dialect	Targeted intervention and support program run across the school with a focus on reading and writing development	Increase in JP phonics knowledge and improvement in the quality of students writing 3-6
	Inclusive Education Support Program	Targeted intervention support for at risk learners who required short term support to address specific learning needs. The majority of this funding was spent on ancillary staffing to provide these learning programs	Individual progression and achievement of SMARTR goals, increased achievement for reception and year one students with targeted speech and language 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	Funding was put into creating smaller class sizes across the JP and early primary. ACE and AET were employed to build strong connections with community and engage our first nations students and families.	Highest NAPLAN achievement in recent years and increase in phonics results (65%).
Program funding for all students	Australian Curriculum	Australian Curriculum funding went to release staff to engage in regular learning sprints to focus on the development of quality differentiated wave one teaching.	Staff successfully engaged in learning sprints which saw a shift in identified classroom practices leading to improved outcomes for students.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Employed a literacy coordinator to support the implementation of whole school approaches to phonics and reading and the purchase of a speech path for one day a week.	increase in consistency of teaching practices in literacy, including the collection, analysis and use of data by teachers to differentiate student learning
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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