



Elizabeth Park Primary School and Elizabeth Park Child Parent Centre

2022 annual report to the community

Elizabeth Park Primary School Number: 948

Elizabeth Park Child Parent Centre Number: 1572

Partnership: Elizabeth

Signature

School principal:

Ms Kath Best

Governing council chair:

Zoe Wishart

Date of endorsement:

3 April 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Elizabeth Park, a small suburb in Elizabeth, is part of the City of Playford. Elizabeth Park Primary School is situated 30 kilometres from the Adelaide Central Business District. It is in the DfE Para Hills 1 Elizabeth Partnership.

The original school was opened in 1961. It is identified as Category 2 School on the DECD Index of Disadvantage and has an Index of Community Socio-Educational Advantage (ICSEA) value of 891, with 70% of the community placed in the bottom quarter of relative disadvantage, 22% placed in the middle quarters and a further 9% placed in the top quarter of relative advantage. Elizabeth Park is in one of the most disadvantaged areas in Australia and faces many complex challenges in the areas of poor health, unemployment and low educational background.

In 2022, Elizabeth Park Schools P- 6 was a site with a population of 375 students, the majority of students from low socio-economic, non-English speaking and Aboriginal backgrounds. This has increased from 197 in 2005.

Our classes range from Preschool to Year 6. There were fifteen mainstream classes (325 students), a Regional Primary Special Class (12 students), a Preschool (50 students) all coexisting as part of a whole school environment. Our cohort consisted of 80 mainstream students with a verified disability, 105 EALD students, 45 ATSI students and 230 school card student.

2022 allowed us to improve our connections with our community through face to face and remote learning experiences. The majority of our community have connected with educators on Seesaw which aided especially in the first few weeks of the year where the majority of our students were learning from home. We struggled this year with staff absences due to COVID and found that continuity of learning was impacted by constant absence of teachers and SSOs, often unable to be replaced.

Our first year without year 7s was successful and we continued to collaborate with our local highschools about how our year 7s were going and how to support our next cohort of year 6s transitioning.

Our preschool had lower numbers in 2022, however this may have been impacted by a low birth rate year in the year of these children's birth. It was our first year of having an Early year leader who lead the preschool and reception staff building even more strength in our EY continuity of learning

Other highlights included:

Harmony Day World Teacher's Day Remembrance Day
Year 6 Graduation SSO Week Celebration Preschool Graduation 15th Annual Reading Superstars awards
Book Week Premier's Reading Challenge Stephanie Alexander Kitchen Garden Premiers Be Active Challenge
SAPSASA carnivals Year 5/6 Aquatics program Continuity of Learning Transition Preschool and High school

Governing council report

Governing Council is a small but committed group of 5 members. In 2022 we had a staff representative from our Upper Primary classes. This group is committed to seeking feedback and opinions of their stakeholders.

Governing Council Highlights for 2022:

1. Governance in Operation, Code of Conduct, Confidentiality and Grievances.
2. Site Improvement Plan Review and Development.
3. Special Projects/Program – Community Hubs Grant.

School quality improvement planning

Trauma informed practices continue to be an Elizabeth Partnership focus and we will continue to use this lens in supporting the wellbeing of students so that they can engage in learning.

Research shows that doing evidence based programs consistently and with rigour impacts on student outcomes. We expect that the impact of the preschool doing Heggerty and starting structured and purposeful phonemic awareness in the preschool will lead to an increase in student outcomes in reading. We know that students progress from learning to read to reading to learn. Therefore, we will give more focus to the vocabulary and reading strategies (Before During After) in years 3-6 and expect that this will create an increase in NAPLAN reading for years 5 and 7.

While our data shows that we catch kids up our data sets still strongly indicate that we need a focus on phonics instruction in the early years. When seeking Step 5 feedback from staff, PLCS and the focus on curriculum and moderation were our high impact actions that need to be continued. EDI has been well received and needs more time to embed/develop.

Our 2022 data tells us that we have not finished our journey in improving reading for all students.

Our R-2 data shows a need for continued focus on phonics instruction and a greater need for review of sound retention and transferring sounds into reading.

Our Year 3-6 data tells us to continue our focus on reading as we are seeing traction, however, we may be ready to investigate ways to transfer success in reading to better outcomes in writing using EDI pedagogy. Therefore, SIP needs to include:

Phonics coach targeting rec-2 working collaboratively with LGU coach

Continued focus on curriculum, moderation and A-E opportunities supported by Curriculum AP

Continued PD on EDI with a focus on making links between EDI pedagogy and how that can support student outcomes in English

An increase to all leaders doing walk throughs to monitor the quality of teaching and learning and pose questions to deepen teacher insight into their practice.

Preschool quality improvement planning

In 2022, the preschool PQIP had a focus on improving the literacy development with preschool children and goals were chosen to align with the school's SIP. The educators in the preschool meet as a team when creating goals which ensures a common process for continuous improvement and best practice strategies for achieving growth.

The 2022 PQIP Goal 1: For all children to effectively communicate using increasingly sophisticated language

PQIP Goal 1 Achievements:

- Early communicators have been observed interacting verbally in conversation with peers and educators and all children showed growth across the year within their communication domain.
- 85% of children attending group time and 50% sharing their ideas without prompt from the Educator.
- 80% of children attending group time involved in Heggerty.
- A quality conversation template was created to track data of children's conversations. This represented most children are contributing either verbally or non-verbally with the Educator.
- Children have been observed using Tier 2 words learnt through small group texts in small groups and play.
- A new programming template was created to prioritise the lessons being taught. Lessons planned are explicit, purposeful, allow for differentiation and include engagement strategies and opportunities to check for understanding.
- Term 2 had a Pupil Free Day ran by Sue Teusner (on-site speech pathologist). Sue upskilled educators on how to have a quality conversation with children across different play scenarios e.g home corner, spontaneous play on the playground, 1:1 book sharing. Educators had opportunity to role play.
- One educator is overseeing the programming on literacy small groups so there is a clear purpose, direction and opportunities for stretch. All educators share their observations/reflections.
- Children have been observed communicating with their peers more often and feeling confident to share conversations with educators.

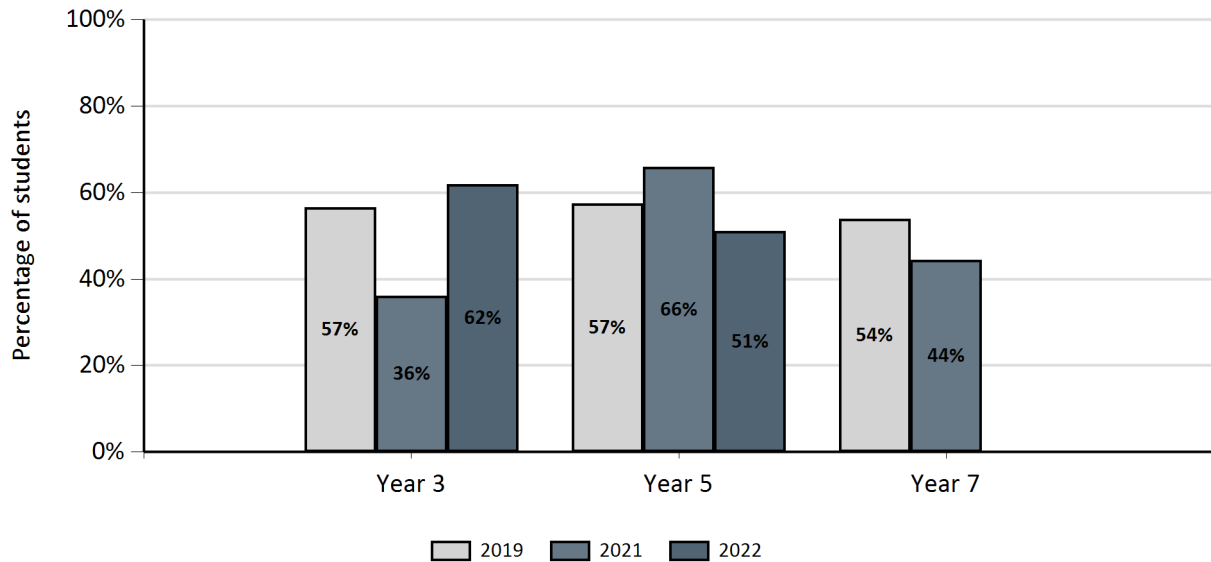
Educators met weekly to collect or analyse data which was used to inform programming. A check in yearly schedule was created making educators accountable to the PQIP goals and training and development supported the upskilling of educator practice. The early year's assistant principal attended all site improvement team meetings which ensured continuity of learning between the preschool and reception classes. In 2023 the preschool will focus on a PQIP around improving children's communication skills and the development of tier 2 words.

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

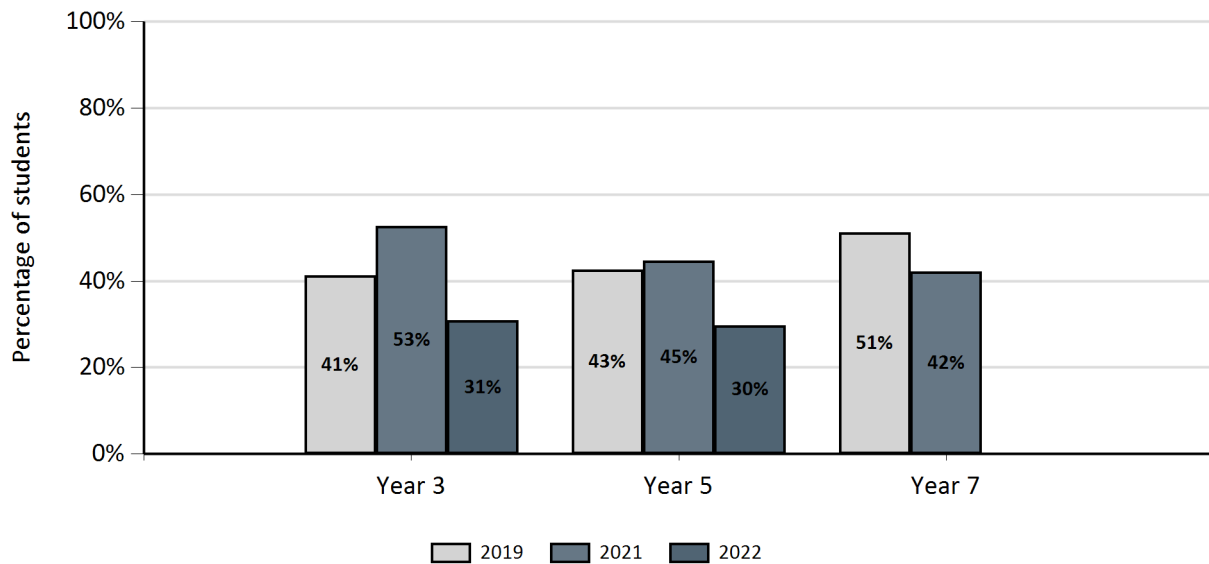


*NOTE: No NAPLAN testing was conducted in 2020.

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	42	42	8	2	19%	5%
Year 03 2021-2022 Average	39.0	39.0	5.5	1.5	14%	4%
Year 05 2022	47	47	4	2	9%	4%
Year 05 2021-2022 Average	47.0	47.0	4.5	2.5	10%	5%
Year 07 2021-2022 Average	45.0	45.0	6.0	2.0	13%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

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

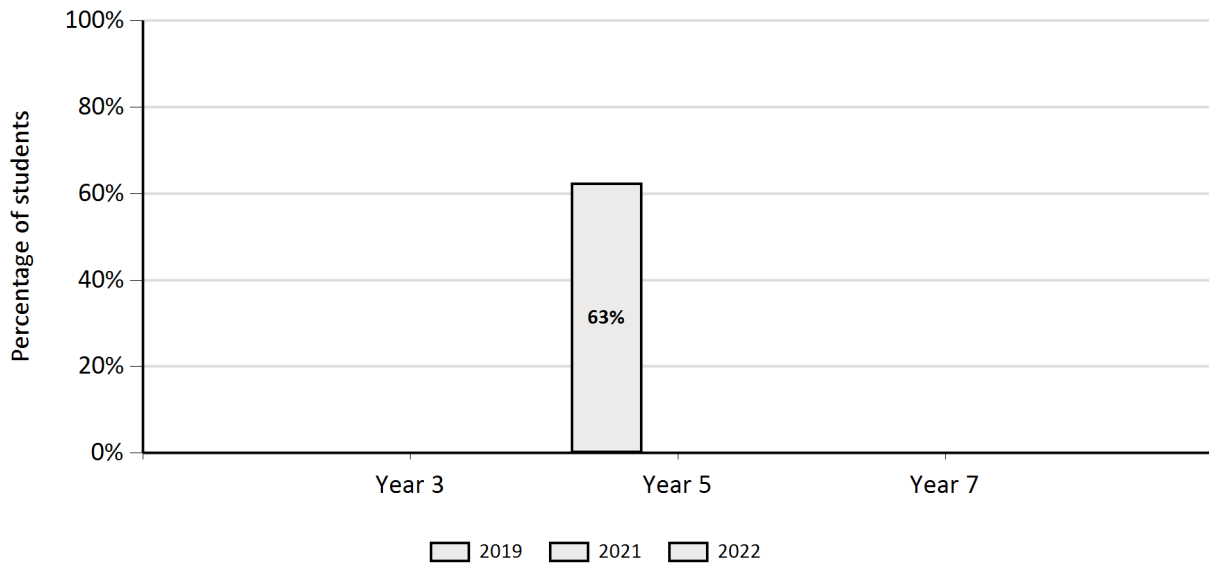
[^]includes absent and withdrawn students.

*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



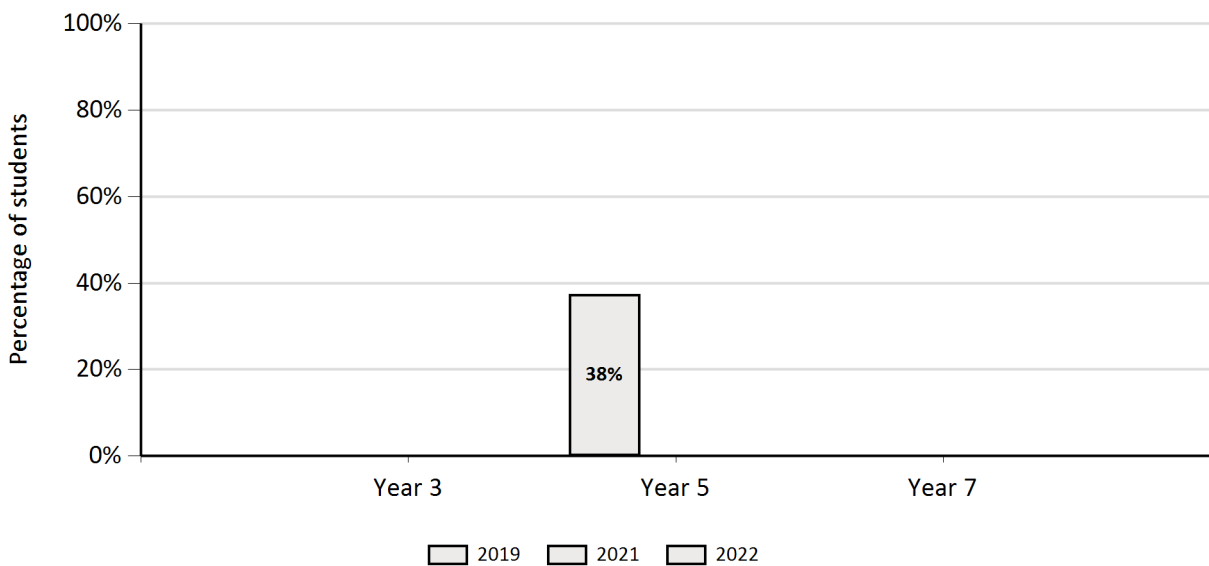
*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
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:

Spotlight on Aboriginal learner in Site Improvement team 2 x per term. School AET and Preschool AET meet with improvement leaders to review Aboriginal Learner data, set targets and goals and plan for PLC focus on Aboriginal learners. Intervention PLC track and monitor Ab learner growth and refer to intervention groups. AET to track student growth in reading of All Aboriginal Learners and identifying gaps in knowledge to inform all teacher practice. AET meets with class teachers to unpack data and plan for targeted reading improvement in literacy block. Continue to develop tracking and monitoring data maps developed with Sandy Dean in 2021 and a P-2 tracking system for big and little data

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

8/39 (20%) students in High Achieving Band for reading
 4/39 (10%) at Benchmark for reading
 1/39 just below benchmark
 39/39 in some form of intervention for either learning or social/emotional support

School performance comment

AEDC

60% of our reception students are vulnerable in one domain and 50% are vulnerable in two or more domains which means that they start from behind compared to students with relative advantage and they have a long way to catch up .

Year 1 Data

In 2022, 24% of students achieved a score of 28 or more on the PSC which was a decrease from last year's cohort. An additional 27% of students scored between 20 and 28. 76% of year 1's made some growth. 24% of year 1's had no growth. These 10 students are either students with a disability or with significant social and emotional need.

Running Records

Our year 2 RR data has consistently stayed in the forty percent range. 2019 = 40.5% 2020 =44.2% 2021 =41% 2022 =40.5% 15 out of 37 at SEA or in higher bands. 3 out of 37 (8%) just below SEA.

Our data shows that students' progress and start to close the gap. e.g. last year's 37% year ones at SEA on PSC are this year's 40% year twos at SEA with RR, with an additional 8 % just below SEA.

Year 3 data:

From 24% of students at SEA in 2020 PSC to 66% at SEA in 2022 Year 3 NAPLAN Reading
10 of these students were below SEA in the 2020 PSC and are now at SEA or near HB

PAT-R PAT data supports this with 59% at or above SEA 6 additional students were JUST below SEA. NAPLAN 36/41 year 3 students sat the test. 66% of those students achieved SEA with 19% in the higher bands. An additional 4 students were JUST below.

Year 5 data

PAT-R 64% at or above SEA. 17% of those in HB. Another 8% JUST below,

Year 5 NAPLAN 33/51 students sat the test. 73% made SEA, 12% of these in the higher bands. 2 were JUST below SEA.

Aboriginal Learners

29% of Aboriginal Learners are in the high achieving bands for reading for their year level.

ATSI students who are significantly below in reading, receive support in Reading Tutor, MiniLit, MacqLit or PASM. ATSI students who are above SEA are in a targeted "stretch" group with the AET focussing on extension of knowledge in ACARA units of work.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	80.4%	78.3%	75.6%	73.0%
2020 centre	75.0%	64.9%	65.1%	72.8%
2021 centre	73.1%	68.5%	75.7%	78.2%
2022 centre	73.9%	69.2%	65.9%	99%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	86.1%	84.3%	86.0%	80.7%
Year 1	85.8%	88.4%	86.7%	81.0%
Year 2	86.4%	89.7%	88.5%	81.2%
Year 3	84.8%	87.9%	86.8%	78.7%
Year 4	91.9%	89.7%	83.4%	84.3%
Year 5	87.9%	88.7%	85.8%	75.2%
Year 6	84.7%	84.5%	87.8%	77.0%
Year 7	88.6%	83.4%	79.1%	N/A
Primary Other	88.7%	76.8%	74.8%	70.6%
Total	86.9%	86.7%	85.0%	79.4%

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

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

Attendance comment

After starting the school year with some year levels participating in at home learning, 2022 ended with less disruptions to attendance than previous COVID affected years. Seesaw was used again as a communication tool for parents and teachers to report and follow up absences.

Due to a variety of reasons for non-attendance, we aim to support families in every possible way to get their child/children to school. This may include assisting with school uniforms or providing food for students.

Attendance is uploaded into Academy each morning. Any students arriving late, must sign in at the front office which enables Academy to be updated. Non-attendance is followed up by classroom teachers to begin with. They make multiple attempts to contact parents or carers through Seesaw messages, phone calls and texts. If all these lines of communication fail, teachers and line managers will make home visits. If attendance does not improve, referrals may be made to the SW Duty Line for the attendance officer to become involved.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	56	55	54	55
2020	59	59	60	61
2022	47	48	48	47
2021	59	59	60	53

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

In 2022, we had a total of 6237 behaviour interventions recorded across the school. This number included 328 yard interventions and resulted in support from leadership or the interoception room.

712 incidents involved violence, with 286 take homes and 106 suspensions recorded across the year. Behaviour data is analysed each term and staff are provided with the findings, outlining students requiring wave 3 and wave 2 interventions. Strategies can be implemented to assist these students and further referrals made if necessary.

Students receiving wave 3 support (students who required more than 20 interventions in a term), averaged 25 students per term, which accounted for approximately 50-55% of our whole school data.

We saw the explicit teaching of the Zones of Regulation to all students during their Positive Education lessons. The Zones of Regulation were implemented in classrooms, with daily checks ins undertaken by all students.

Trauma Informed practices were again used throughout the school by all staff and were led by our TIPLC. Staff received additional training in Trauma Informed practice on one of our pupil free days.

Parent opinion survey summary

Our student enrolment for 2022 was 316 and 62 families responded. The results of school climate and communication saw over 70% of responses agree or strongly agree with staff and students showing respect and that education is valued.

Comments included:

Comments about school climate

We couldn't asked for a fantastic school for my ASD son. From kindy to year 1(current) Elizabeth Park School is very supportive to our family and we know my son is always in good hands and not left out in learning. He have amazing teachers from kindy to current year and the staff are so great to him and ways there to support him. The office people are amazing seriously we couldn't recommend the school enough. We are very lucky such school is close to our home and I can't wait for my girl to go to Elizabeth Park kindy next year.

Elizabeth Park Primary has been a Great School Community - my 5 other children studied at the school and they have all progressed well at Secondary school 3 of them being now at University Encouraging school community.

I have a lot of pride in Elizabeth Park primary school, I think that the teacher/student interaction that I've seen has been overwhelmingly positive, and have always allowed kids to have a safe space at the school. I did a bit of community research before enrolling my child, and the community feel of the school is that they are a small school with nice class sizes and a big focus on disabilities/complex personalities. Elizabeth Park has been the most amazing school.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
948 - Elizabeth Park Primary School	172.1%	160.8%	147.8%	155.6%
9043 - Pinnacle College	0.0%	3.9%	4.3%	17.8%
9023 - St Thomas More School	9.3%	11.8%	4.3%	13.3%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	19.5%
NS - LEFT SA FOR NSW	1	2.4%
TA - LEFT SA FOR TAS	2	4.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	25	61.0%
VI - LEFT SA FOR VIC	5	12.2%

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.

Destination comment

The majority of students enrolled at our preschool enrolled at the school site.

In 2022 the majority of Year 6 students were intending to attend Playford International College, Craigmore High School, Riverbanks, John Hartley and Mark Oliphant.

Relevant history screening

Elizabeth Park Schools staff member with responsibility for ensuring compliance follows the guidelines as required by WWCC website.

All staff have the appropriate screenings which are sighted and signed by Principal. These are kept on file by the Leadership Personal Assistant and accessible if required.

All volunteers must have a WWCC clearance, which is also sighted and copies filed and maintained by the Leadership Personal Assistant.

Records are maintained for all screening and expiry dates.

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	46
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	28.2	0.8	23.6
Persons	0	35	1	41

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

Financial statement

Funding Source	Amount
Grants: State	\$6,164,796
Grants: Commonwealth	\$0
Parent Contributions	\$102,610
Fund Raising	\$0
Other	\$34,048

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.

2022 Preschool annual report: Improved outcomes funding

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
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	1.0 FTE Band B2 Leaders to support Intervention and Wellbeing funding was used to improve the relevant department's standard of educational achievement. 2.0 FTE Regulation Room and Support Phone staff SAGK – Garden mentoring	Student wellbeing needs met so that they can engage in learning
Targeted funding for individual students	Employment of speech pathologist to assist in the development of targeted intervention programs. Improved outcomes for students with an additional language or dialect Speech pathologist used to run training and development that targeted the success of POIP goals. Employment of SSOs and BSSOs to deliver specific targeted literacy and numeracy learning specific to children's ILP goals. Additional ancillary support in classes targeted intervention from EALD teacher leveling and goal setting, BSSO support	Increased attendance of targeted children on literacy development indicated over 70% of children showing growth. Students increased attainment in reading and writing	
Improved outcomes for numeracy and literacy	Attending Aboriginal spotlight meetings to focus on individual goals and learning for our Aboriginal children Inclusive Education Support Program 1:1 and/or small group class support for all verified students as well as support for teachers to develop One Plans Range of research validated, targeted intervention programs	Improved teacher conversation SMAR goals Educators in their PDPs shared they had specific literacy activities in their support time'. Original achievement of individual SMAR goals	
	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Aboriginal perspectives across the school Small group reading tutoring program for Aboriginal children who are not meeting benchmarks Additional BSSO support for FLMD Range of targeted intervention groups	Aboriginal children and children needing additional support with speech/cognitive skills provided with extra support Increased attainment in reading with increased understanding and empathy for different cultural groups
Targeted funding for groups of students	Additional SSO hours provided for toiletting, safety, learning and maintenance First language development Educators upskilled by on-site speech pathologist in conducting screeners and delivering 1:1 and small group intervention. Educators meeting with on-site speech pathologist to create learning specific goals according to the child's ILP and communicating the learning with families. Students taking part in the child's IESP support Targeted social skills program for identified children. Targeted occupational therapy program for identified children.	Aboriginal Learner Achievement Plan Aboriginal Reconciliation Action Plan	At risk children attendance improved. Children could access their play environment safely. Regular intervention embedded into daily practice and data tracked children's growth. The children with identified speech and language delay achieved progress. SSOs could interpret data of individual children and follow individualised goals.
Inclusive Education Support Program	Australian Curriculum	Whole school Professional Development for teachers 1.8 FTE Coaching for teachers	Staff increased skills and knowledge in AC and Units of Work
Program funding for all students		Use of AC Units of work BSSO support staff were employed to support both children and families access the preschool program. BSSOs supported notes going home and would translate. BSSOs support the preschool with cultural celebrations.	Increased enrolment and attendance of children from targeted groups. N/A
Improved outcomes for non-English speaking children who received bilingual support	Aboriginal language Initiatives Aboriginal support staff employed to provide cultural and dialectal support for Aboriginal children and families. Better schools funding	Employment of pedagogical coaches to develop teacher practice Training in EDI to support best practice in classrooms	Children developed their language acquisition with support. Relationships between families and educators were stronger. Capacity of teacher's has increased Transition process was successful with interpreters and BSSOs helped translate the enrolment forms and explain the transition processes.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.			
	Improved outcomes for gifted students	N/A	N/A

