



East Torrens Primary School

2022 annual report to the community

East Torrens Primary School Number: 971

Partnership: Campbell

Signature

School principal:

Ms Lynette Simons

Governing council chair:

Tania Primomo

Date of endorsement:

16 March 2023



Government
of South Australia
Department for Education

Context and highlights

East Torrens Primary School (ETPS) is located in the North Eastern suburbs of Adelaide. The school was established on the former Newton Primary School site in 2001 following the amalgamation of Hectorville and Newton Primary Schools. The school comprises 11 mainstream classes, 8 Intensive English Language classes and an OSHC Centre. The school also hosts 2 Special Education classes that provide specialised teaching and learning for 20 students. There are approximately 370 students currently enrolled across the 19 classes. Our core values are Respect, Empathy, Excellence and Empathy.

Our school facilities and extensive grounds offer plenty of spaces for students to enjoy; including a STEM room (Science, Technology, Engineering and Mathematics), large gymnasium, oval, tennis courts, updated kitchen facilities, 'Nature Play' area; featuring an established natural environment, incorporating a sandpit, grassed area, water play, vegetable garden and bike track. Digital technology is an integral part of our curriculum program. Each classroom and learning space has been fitted with an Interactive Whiteboard or Smart TV, and all students are allocated a Chromebook upon enrolment, enabling them to access online resources and further develop their ICT skills. Staff, are regularly provided with professional development to ensure they continually develop and hone their ICT skills.

The 'Intensive English Language Program' (IELP) was established on-site in 2006 to support the growing number of children arriving from overseas with minimal English. East Torrens Primary School celebrates the community's cultural and linguistic diversity, with students from over 47 different cultural backgrounds. The school continues to develop its global connections through enriched experiences and understanding amongst IELP and mainstream students across all curriculum areas. Bilingual School Services Officers (BSSOs) support this program, offering interpreting and translation skills covering the most predominant languages.

Our Specialist Programs in mainstream classes include Italian and (First Language Maintenance - Hindi/Punjabi, and Chinese), Health and Physical Education and Science, Technology, Engineering and Mathematics (STEM).

- PLCs enable teachers to work together in common year-level groups to engage with student learning data
- Extra support for students in Literacy and Numeracy
- Quicksmart Maths Program
- Values Project
- Lunchtime activities: Wheels Wednesday, Nunga (Aboriginal Club), Library, Lego Club, Sports and Coordination programs
- Year 3 and 5 greater percentage of students reached SEA, and we increased percentages in the higher bands

Governing council report

Once again, the Leadership Team provided us with guidance, and training in learning strategies and reported on their relevant areas, allowing us to discuss and vote on various outcomes to benefit the school community.

Achievements & Highlights:

- Improvement in the website for East Torrens Primary School
- Working with Site Improvement Plan in Literacy and Numeracy
 - Data information was shared by Leadership
- Colour Run, was a great success – fundraised over \$5,000
- Hip Hop Classes – fundraiser for Nature Play and Playgrounds
- Children's University was a great success for many students
- End of Year School Disco – organised by the fundraising committee
- Increased numbers of children enrolled in OSHC and parent reference group re-established and met regularly
 - The IELP program has increased immensely over this year
- Year 6 Graduation night

On behalf of myself, the Senior Leadership Team, staff, students and the school community of East Torrens Primary School, we would like to thank the 2022 Governing Council members for their valuable time, hard work, and dedication.

Kind regards,

Tania Primomo
Chairperson

Quality improvement planning

Our Site Improvement Plan (SIP) has two goals: Literacy and Numeracy to increase challenge and stretch for students at Standard of Educational Achievement (SEA) and above for all year levels. We use the Department for Education (DfE) Literacy and Numeracy Guidebooks, the Improvement Cycle and Best Advice Practice.

The Literacy and Numeracy Lead Teacher co-leads Professional Learning Communities (PLCs) which are centred on improving teacher pedagogy (R-6). We release teachers three times per term to participate in PLCs where the focus is on individual student achievement data. Literacy and Numeracy results in 2022 showed improvement and more students moved to the higher bands. The work of PLCs in 2022 was centred on the Literacy goal to improve 'Writing'. Data collection from NAPLAN and the Language Assessment tool – LEAP, has identified specific areas of language for focus in 2023.

In 2022 we doubled the number of Year 3 students who achieved in the Higher Bands in NAPLAN Writing. This represented a 16% increase. In Year 5 we saw an 8% increase with 4 more students in the Higher Bands for Writing. Analysis of the scores achieved across both cohorts indicated that the category of Sentence Structure was the area that required the most attention with results in this scoring category largely below Year Level expectations. Analysis of the 'Grammar and Punctuation' section of the NAPLAN also indicated that identifying elements of sentence structure is an area in which students have gaps. An analysis of the LEAP results showed that the selected growth point for many students is Sentence Structure. The analysis of results also indicated that Cohesion – the use of referring pronouns and text connectives was of concern and that focusing on this area will increase student achievement. The plan for 2023 is to focus on explicit teaching and learning of Cohesion and Sentence Structure using the LEAP Strategies Tool to increase student understanding and achievement in these areas.

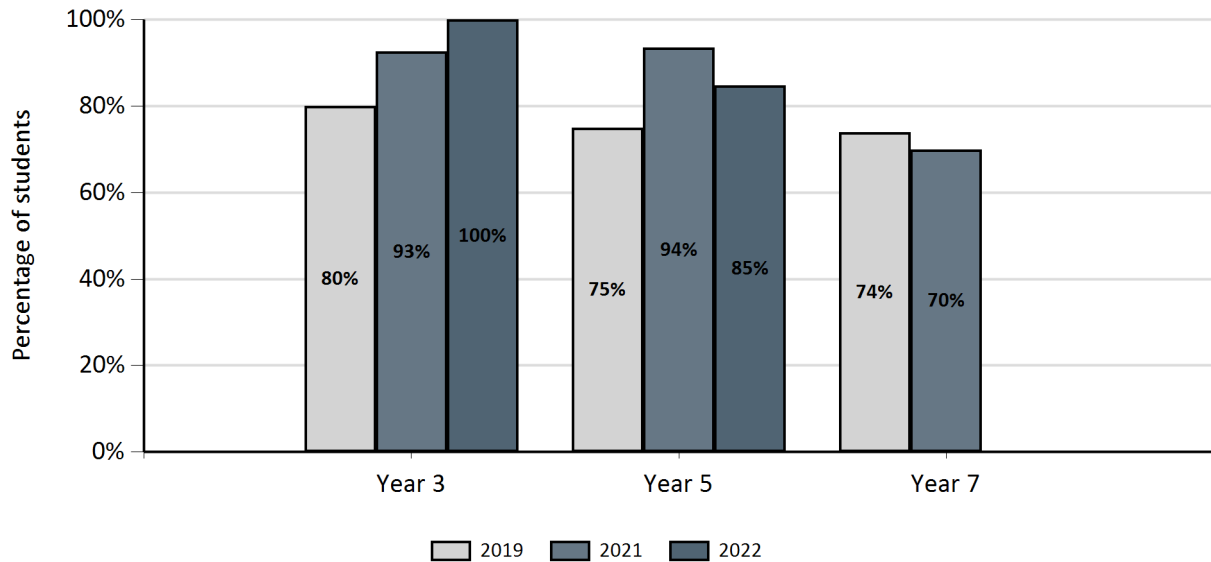
Review of the NAPLAN Numeracy results and PAT M indicated that student achievement was maintained and that for continued growth, re-focused efforts on the Numeracy Goal will be needed in 2023. Students in the Higher Bands in both the Year 3 and Year 5 cohorts increased by two students in each Year Level, representing a decrease of approximately 1% in Year 3 and an increase of approximately 2% in Year 5 in the Higher Bands. Areas for growth continue to be Number and Algebra including Place Value and the four operations. In 2023 we will revisit the new version of the Guidebooks to refresh and renew efforts towards assessing, teaching and learning and The Big 6 of Number across R-6.

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

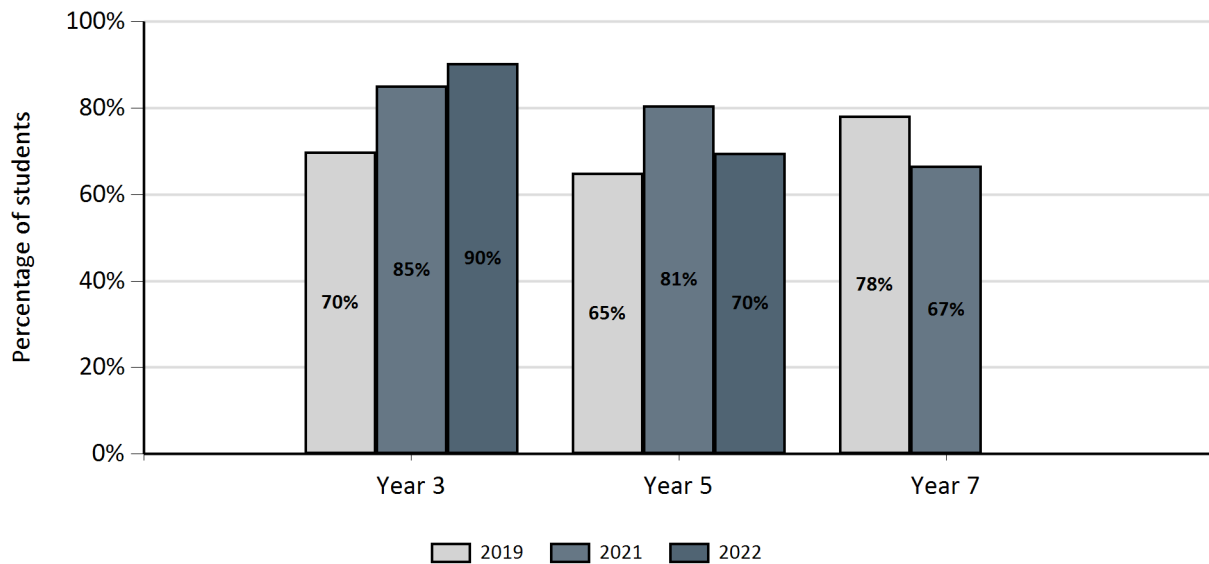


*NOTE: No NAPLAN testing was conducted in 2020.

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	21	21	13	9	62%	43%
Year 03 2021-2022 Average	24.0	24.0	15.0	10.5	63%	44%
Year 05 2022	33	33	7	8	21%	24%
Year 05 2021-2022 Average	32.0	32.0	7.0	7.0	22%	22%
Year 07 2021-2022 Average	30.0	30.0	7.0	9.0	23%	30%

*NOTE: No NAPLAN testing was conducted in 2020.

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

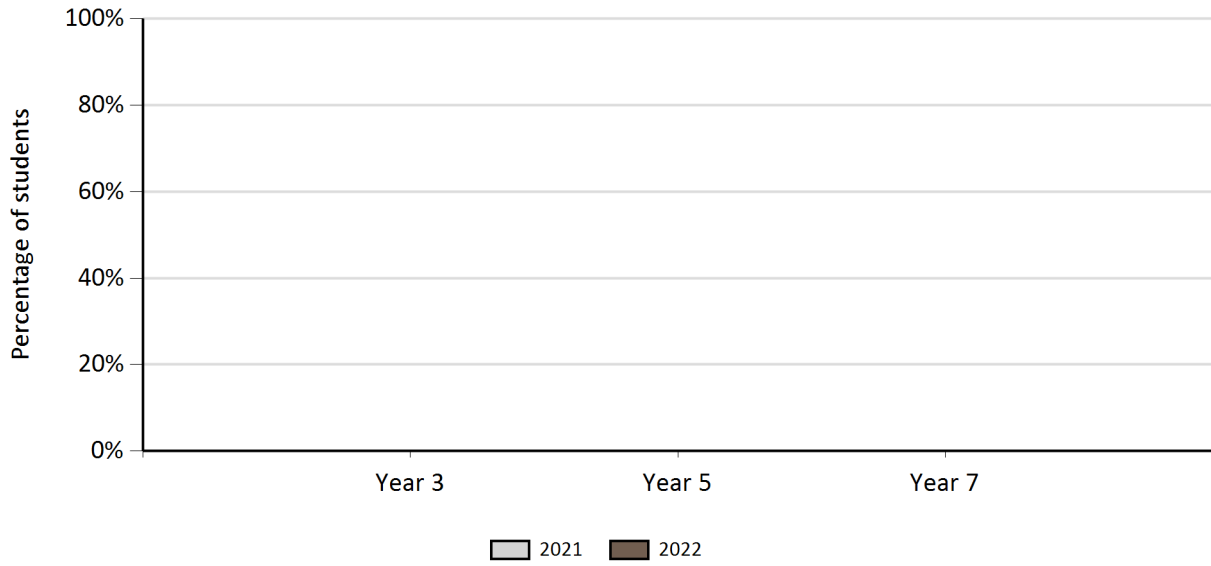
[^]includes absent and withdrawn students.

*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



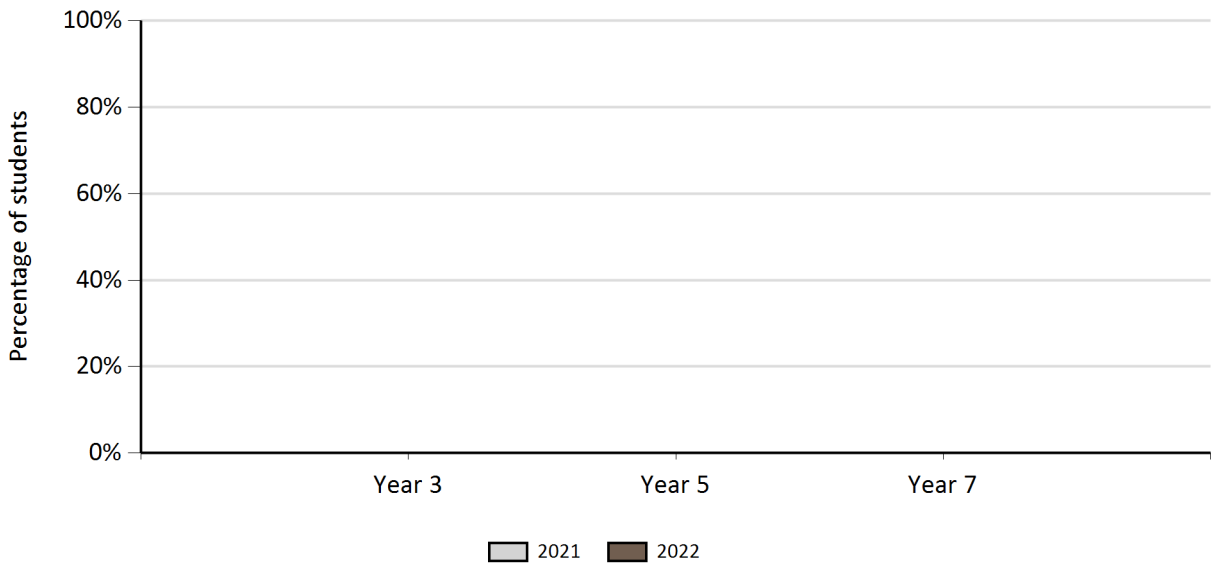
*NOTE: No NAPLAN testing was conducted in 2020.

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 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.

[^]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: Data Informed Planning

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

The ALALR focused on Literacy specifically this year, using the SIP as a framework, introducing data driven intervention programs. The goal of this intervention was to improve writing in ATSI students across the school. The process started with the collection of work samples and the establishment of positive, trusting relationships between students and teacher, a crucial step in creating positive and productive intervention groups. An intervention timetable, individual goals and learning intentions were established and displayed in the ATSI Intervention folder, a living and evolving portfolio. Small groups, established based on learning goals and needs. For younger or lower levels students, intervention would be focused on phonics, vocabulary, and handwriting. Older or more advanced groups focused on writing stamina, confidence and text type. This often involved responding to texts including; texts written by indigenous authors, texts concerning cultural practices, articles and media concerning significant contemporary issues and stories about significant people. Evidence of these improvements were maintained in the ATSI folder.

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

Improvements that have been achieved include; improved confidence in handwriting, phonics blending and common, tier 1 word recognition in junior primary students, improved Running Record test, measurable increase in writing stamina, improved understanding of text structure among senior students (specifically persuasive texts) and evidence of planning, cohesive sentences and understanding of story writing devices in at least one student. Across the cohort reading and writing confidence, stamina and handwriting skills have improved, as demonstrated in work samples. Handwriting was established early as a need for improvement among a handful of younger students. Students were encouraged to write by hand in every session, and used traceable fonts to practise writing on the line. Handwriting confidence improved, with one student in particular articulating handwriting norms when writing. This same student has had a yearlong focus on blending, using common phonics sounds to practise. The student's confidence in reading the sounds out loud and building on mistakes has grown measurably, moving through three sets of flip cards in one semester.

School performance comment

NAPLAN

Proportion and count of students achieving PAT Reading Standard of Educational Achievement.

Reading Year 3: the 2022 result is an increase from 2021 and the highest result to date. 2021 - 87% achieved SEA, 2022 - 93%.

Reading Year 5: the 2022 result is a 1% decrease from 2021. 2021 – 89% achieved SEA, 2022 – 88%.

Numeracy Year 3 the 2022 result is an increase from 2021. 2021 84% achieved SEA, 2022 86%.

Year 5 the 2022 result is an increase from 2021. 2021 80% SEA achieved, 2022 82%.

PAT READING (PAT R) 2022

Year 3 – 100% achieved the SEA (25 out of 25 students)

Year 4 – 75.0% achieved the SEA (15 out of 20 students)

Year 5 – 73.3% achieved the SEA (22 out of 30 students)

Year 6 – 80.0% achieved the SEA (21 out of 25 students)

PAT MATHS (PAT M) 2022

Proportion and count of students achieving PAT Maths Standard of Educational Achievement.

Year 3 – 85.7% achieved the SEA (18 out of 21 students)

Year 4 – 88.9% achieved the SEA (16 out of 18 students)

Year 5 – 78.1% achieved the SEA (25 out of 32 students)

Year 6 – 80.0% achieved the SEA (20 out of 25 students)

PAT R, PAT M scores demonstrated the continuing improvement in student achievement with some of our highest scores ever, in Years 3, 5 and 6.

Attendance

Year level	2019	2020	2021	2022
Reception	88.6%	91.7%	88.5%	84.3%
Year 1	90.4%	87.2%	89.5%	81.3%
Year 2	93.1%	85.6%	92.5%	87.5%
Year 3	90.2%	92.5%	93.0%	90.7%
Year 4	90.3%	91.6%	92.8%	84.6%
Year 5	90.3%	90.2%	91.3%	85.5%
Year 6	94.9%	92.3%	92.0%	86.2%
Year 7	90.4%	91.2%	86.1%	N/A
Primary Other	91.6%	92.3%	91.4%	87.8%
Total	91.3%	91.0%	90.8%	86.2%

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

Attendance comment

During 2022 staff continued a whole school approach to improve our attendance and support families with non-attendance. 2022 began with a staggered start to the school year which effected attendance greatly. Positive cases of COVID-19 and parents decision to keep children at home, meant that it was difficult to see exact numbers of actual non-attendance in the data. An attendance flowchart was implemented to support teachers to manage absences at a classroom level with the support of Leadership following up patterned and unexplained absences of more than 3 days. Connections with families has had a positive impact on reducing the number of unexplained absences and the continued use of SMS to parents allows an efficient way to report any absences. Explicit teaching in the classroom of the mantra "Attendance Matters at ETPS" has improved student's understanding of the importance of regular attendance. The Student Wellbeing Leader provides ongoing support to families through regular contact via phone or email. The positive school culture has been critical in achieving consistency with 91% attendance across the year.

Behaviour support comment

The Student Wellbeing Leader provides strategies to improve the wellbeing of students ensuring positive outcomes in behaviour support. Training in Positive Behaviour for Learning has been introduced to staff to establish consistent behaviour expectations. These classroom practices are used by teachers to support student behaviour and engagement. Using a proactive and preventative framework for addressing behaviour has provided opportunities to focus on expected behaviours across the school and to recognise/reward positive behaviours. In 2022, there was a 13.4% decrease in students with undefined incidents and consequences when compared with 2021 with suspensions decreasing by 1.8% in this period. Using our school values of Respect, Empathy, Community and Excellence to explicitly teach behaviour expectations has provided staff with a foundation to build and maintain positive relationships with students. This is important as results from the Wellbeing Engagement Census showed a decrease in wellbeing in relation to emotional engagement with teachers and identifying an important adult compared to 2021. However, there was an increase of 2% in student belonging and connectedness.

Parent opinion survey summary

The School Parent Engagement Survey received 108 responses, a decrease of 20% from 2021.

SCHOOL CLIMATE

The following were rated highly, recognising the work of the whole staff and parent community in building positive relationships.

- Education is important = 92%
- Teachers and students are respectful = 92%
- People respect each other at school = 91%
- I receive enough communication from the school = 84%
- I feel like my child is important to the school = 82%

The following were rated with the greatest disagree or strongly disagree response, requiring greater investigation and action in the future.

- Receives learning tips = 45%
- Has input into learning = 38%
- Has useful discussions = 35%
- Receives useful feedback = 31%
- Knows standard of work = 26%

LEARNING AT SCHOOL

These questions were similar or above 2021 percentages providing an opportunity as the school 'reopens' post 2022 and Covid. Parents / carers have commented about looking forward to greater participation and connection with the school in 2023.

- Teachers provide my child with useful feedback = 73%.
- I know what standard of work this school expects of my child = 70%.
- I have useful discussions with the school about my child's learning = 69%.
- I would like more help with my child's learning = 63%.

LEARNING AT HOME

The school year began with several year levels working from home. Feedback 'comments' about this process were positive. This section scored positively, however, an improvement point for the school is to engage with 'providing useful tips on how to help students learn at home' = 48%.

- I talk with my child about what happens at school = 77%.
- Overall, my child has a good routine around reading, studying and learning at home = 66%.
- The school encourages parents to help students to learn = 63%.
- The school provides an opportunity for me to have input about my child's learning = 57%.

FUTURE PLANS AND PATHWAYS

This section received high responses from parents. The impact of transition information and communication with our local high schools is key and reflected here.

- Education is important to my child's future = 88%.
- I feel equipped to help my child plan what they will do after school = 71%.

COMMUNICATION CHANNELS FOR PARENTS

• Responders indicated that they like to communicate / receive communication through email, Skoolbag and Seesaw. A greater use of

SMS in 2022 has been received positively with 57 responses. The addition of Facebook in 2022 was mentioned positively in parents / carers comments.

Generally, the survey results were positive in 2022 as are the parents / carers comments.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	11.5%
NS - LEFT SA FOR NSW	1	3.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	19	73.1%
VI - LEFT SA FOR VIC	3	11.5%

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

- East Torrens Primary School is compliant with the Department for Education relevant history screening checks (child-related employment screening checks) done by the Department of Human Services (WWCC).
- All documentation for staff, OSHC employees, pre-service teachers, contractors, external service providers, student undertaking work experience, volunteers is current and consistently reviewed. Office staff maintains a spreadsheet and a folder with a current copy of WWCC.
- All TRTs are required to provide copies of their Authority to Teach, pre-service teachers must provide a copy of their RAN and WWCC.
- When WWCC are due to expire, volunteers are contacted via email or a phone call and advised of the steps required to renew.

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	53
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	27.3	0.0	14.4
Persons	0	32	0	24

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

Financial statement

Funding Source	Amount
Grants: State	\$5,390,060
Grants: Commonwealth	\$4,500
Parent Contributions	\$163,285
Fund Raising	\$14,282
Other	\$33,540

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	Wellbeing Leader is working with staff on Values In Action projects. Development of Student Action groups throughout the year. Confirmation of behaviour flowchart in classrooms.	Common language strategies across school site to encourage positive behaviour.
	Improved outcomes for students with an additional language or dialect	EALD funding for individual students from Years 2-6 based two writing samples using the LLL Levels. Data from Rec/Year 1 students came from a written and oral language sample.	87% of students improved by at least 1 LLL level.
	Inclusive Education Support Program	SSOs were allocated to individual students as per funding allocation. Released teachers to write and review One Plans.	All mainstream students on Students With Disability funding have One Plans.
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	Rural and isolated students - N/A Individual Learning Plans for all Aboriginal Students/constant review and monitoring of their learner data by Aboriginal Education Team and AET as per SIP. Targeted funding provided AET and ACEO role plus individual targeted funds. APAS Grant of \$6,000. Employed SIP Leader 0.4 to impact on all levels of schooling with a strong focus on numeracy led PLC's. \$47,142 (Early Years Literacy and Numeracy Grant) – funding. Intervention Teacher R-2, 0.6 and PLC's teacher release. 0.35 - FLMD grant for Chinese, Hindi, Punjabi, Korean.	Continuing improvement in Literacy and Numeracy results across the school (R-6) for targeted students, individual learning plans have improved SEA scores.
Program funding for all students	Australian Curriculum	- PLC's and teacher release days for Training and Development in Australian Curriculum - \$15,708. - Pupil Free day release on new Australian Curriculum resources.	Increased teacher confidence and high level collaboration between teachers in PLC's.
Other discretionary funding	Aboriginal languages programs Initiatives	Applied for Kurna language grant through (ALPI) \$5,000 for 2022 and were successful. It was used to support ATSI Incursion. Program to continue in 2023. Complexity Funding of \$32,365.	N/A reported on in 2022.
	Better schools funding	Teacher employed to lead Numeracy and Literacy improvement via PLC's - \$21,700. Strong focus on Aboriginal students.	Overall trending upwards improvement in Years 3–6 Numeracy and Literacy in 2021 for all students.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Intellectual stretch–Training and Development for staff, higher achieving students identified through data, differentiated curriculum provided through higher order tasks.	Greater percentage of students in higher bands in both Literacy and Numeracy across Year 3, 5, and 6 in 2022.

