



AIRDAL E

PRIMARY SCHOOL

Airdale Primary School

2022 annual report to the community

Airdale Primary School Number: 980

Partnership: Pirie

Signature

School principal:

Mr Daniel Seidel

Governing council chair:

Bre Dietman

Date of endorsement:

19 December 2022



Government
of South Australia
Department for Education

Context and highlights

Airdale Primary School is a Category 1 IoED school in the regional centre of Port Pirie, approx. 225km north of Adelaide. The school experiences a high degree of transience and many of the students come from a background of disadvantage and/or trauma.

In 2022 enrolments reached 138. Of this cohort 78% of students are on school card, 34% are from an Aboriginal or Torres Strait Islander background and 10% have an identified disability that impacts on their ability to learn.

Staffing included a leadership team of Principal, Deputy Principal and Quality Teaching and Learning Leader and it was the first time in many years that the school had operated with such a structure. Teaching staff included 7 classroom teachers and 3 providing NIT release in the areas of STEM, the Arts and PE. The school also had 11 support staff across areas such as: finance, administration, classroom support and grounds.

With many of our students subjected to high levels of disadvantage the school endeavours to provide them with experiences they would otherwise not have. These experiences included but were not limited to: sporting opportunities such as hockey, tennis and tag rugby clinics, gymnastics, 10-pin bowling and swimming; Book Week (including school parade) and the school organised Book Fair; and various camps and excursions to places such as Woodhouse Activity Centre, Port Pirie Tourism and Arts Centre, the RSL Museum, the Road Safety Centre, the Public Library and the local theatre for multiple drama performances. Further to this, the school has also made a shift towards celebrating the academic success of our students by initiating a 'Celebrating Success Awards Ceremony' where families can share in their child's achievements.

The school also underwent significant changes to both its public image and learning spaces in 2022. A new logo was developed and this was incorporated into the new school uniforms and signage. The Administration building had its Reception area renovated along with re-carpeting and painting of the building. These renovations flowed through to the Junior Primary learning spaces which were all freshly painted and carpeted. New furniture was also purchased for these areas, to give them a fresh and modern look for student learning. Feedback on the changes has been overwhelmingly positive from all quarters and the upstairs section of the teaching block will receive the same renovations in 2023.

During 2022 staff undertook professional development in a variety of areas, to both enhance their skills and drive greater student improvement. This included training in Guided Reading which was geared towards strengthening our literacy blocks by supplementing the Heggerty Phonics, Little Learners Love Literacy and Sound Waves Spelling programs already in place. Development was also undertaken in the areas of data informed practice and high impact teaching strategies so that teachers are well equipped to cater for the wide range of needs evident within their classes. Work in these areas will continue into 2023 so their full impact can be experienced through effective differentiation.

Governing council report

2022, Wow it's the end of the year already.

This year we revamped the school completely, new logos, new uniforms, new classrooms and I must say it all looks fantastic and the staff did a tremendous job designing it all

Governing Council continued to meet twice a term and we were even brave enough to run the Christmas Pageant this year, a huge thanks to all the team members that helped and an even bigger thank you to Katie and Kristian for the use of their boat.

Breakfast Club continued this year moving the location to the canteen, it's been a huge success and now runs 5 days a week, I'd like to personally thank Sue for her help this year, I greatly appreciate all her hard work and I'm looking forward to restarting next year.

Another huge thank you to all our staff for all their continued hard work throughout the year, helping our kids be at their best and achieve greatness. Sadly we are losing Lorraine Dyer, who has been running our canteen for 15 years, she will be greatly missed by all of us.

I'd like to wish all the year 6s the best as they head off to high school, good luck.

Wishing you all a Merry Christmas, see you all next year

Bre Dietman
(Governing Council Chairperson)

Quality improvement planning

Goal 1: Increase the number of students achieving SEA in reading.

Target 2022:

NAPLAN Reading: 63% of Year 3 students (12/19) to achieve SEA

NAPLAN Reading: 71% of Year 5 students (15/21) to achieve SEA

To achieve this goal our actions focused on the Junior Primary team implementing a consistent approach to the teaching of phonological awareness and phonics skills, while the 3-6 team focused on the explicit teaching of reading skills. In our junior primary classes the Little Learners Love Literacy program was implemented as part of our Literacy Blocks. This program is a systematic synthetic approach to the teaching of phonics and has been used to compliment the Heggerty phonological awareness program already in place. To this the Junior Primary team also added both Modeled and Shared Reading to their Literacy Block, so the phonological awareness and phonics skills introduced could be practiced by students further. While the junior primary actions did not have a direct impact on our targets in 2022, students have responded positively to the new programs and processes put in place giving them stronger foundational literacy skills from which to move forward.

The 3-6 cohort strengthened their ability to explicitly teach reading by undertaking professional development in Guided Reading. This strategy was then implemented through Literacy Blocks, along with Modeled and Shared Reading as well as the Soundwaves Spelling program. The introduction of these programs and strategies enhanced the Literacy Block's ability to address gaps in student's phonics knowledge while also allowing for the explicit teaching of reading strategies that could then be put into practice by students. As with the Junior Primary group, students have responded positively to the new programs and processes that have been implemented. In relation to our targets: 12/21 or 55% of our Year 3 students achieved SEA while 14/22 or 64% of our Year 5 students achieved SEA. As many of the programs and processes implemented in 2022 were new it is, as yet, difficult to discern if our targets were not achieved because of this or due to cohort complexities.

Goal 2: To improve student's writing skills to increase the number of students achieving SEA in NAPLAN writing.

Target 2022:

NAPLAN Writing: 63% of Year 3 students (12/19) to achieve SEA

NAPLAN Writing: 66% of Year 5 students (14/21) to achieve SEA

To achieve this goal our actions focused on teachers consistently implementing a program that explicitly taught writing skills. To this end we took the Brightpath writing program, which had been used at the school in previous years, and with a focus on narrative and persuasive text-types set about implementing it site wide in a more structured way than had been previously done. Staff developed site guidelines that clearly set out how and when pre and post tests would be administered and how and when the teaching points would be used across all curriculum areas, to develop student's writing skills. In relation to our targets: 8/21 or 38% of our Year 3 students achieved SEA while 11/22 or 50% of our Year 5 students achieved SEA. The conclusions staff drew from the significant gap in our targets and what was actually attained was, that while the program was run in a far more structured way it was a lack of teacher knowledge in how to explicitly teach the required skills that accounted for the short fall. To rectify this issue professional development has been sourced for the beginning of 2023, with an initial focus on sentence structure.

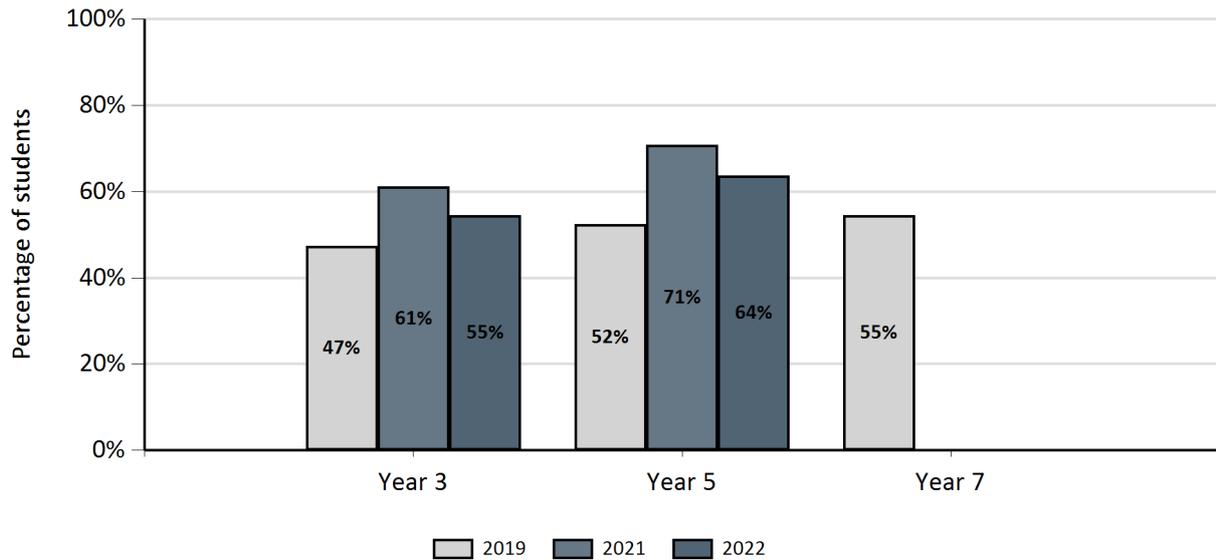
While many of our targets may not have been achieved in 2022, both the programs and processes and how they have been implemented across the school in the past 12-18 months enabled the site to pass its 12 month On Track Evaluation that came as a result of the External School Review of 2021.

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

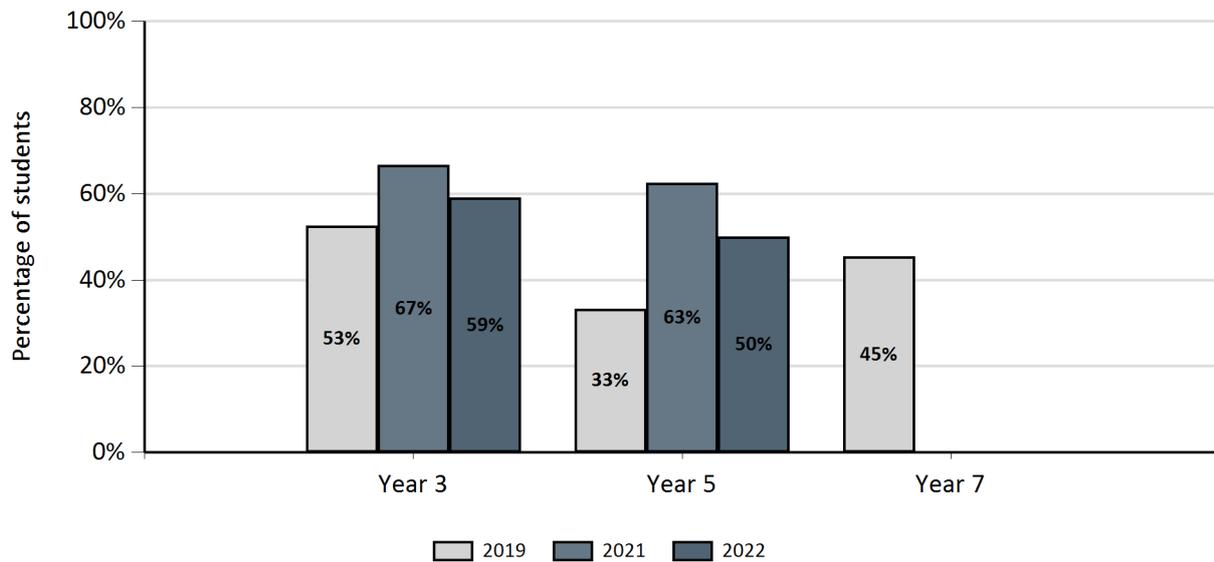


*NOTE: No NAPLAN testing was conducted in 2020.

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	22	22	7	4	32%	18%
Year 03 2021-2022 Average	20.0	20.0	5.5	2.5	28%	13%
Year 05 2022	22	22	6	0	27%	0%
Year 05 2021-2022 Average	23.0	23.0	4.0	0.5	17%	2%
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.

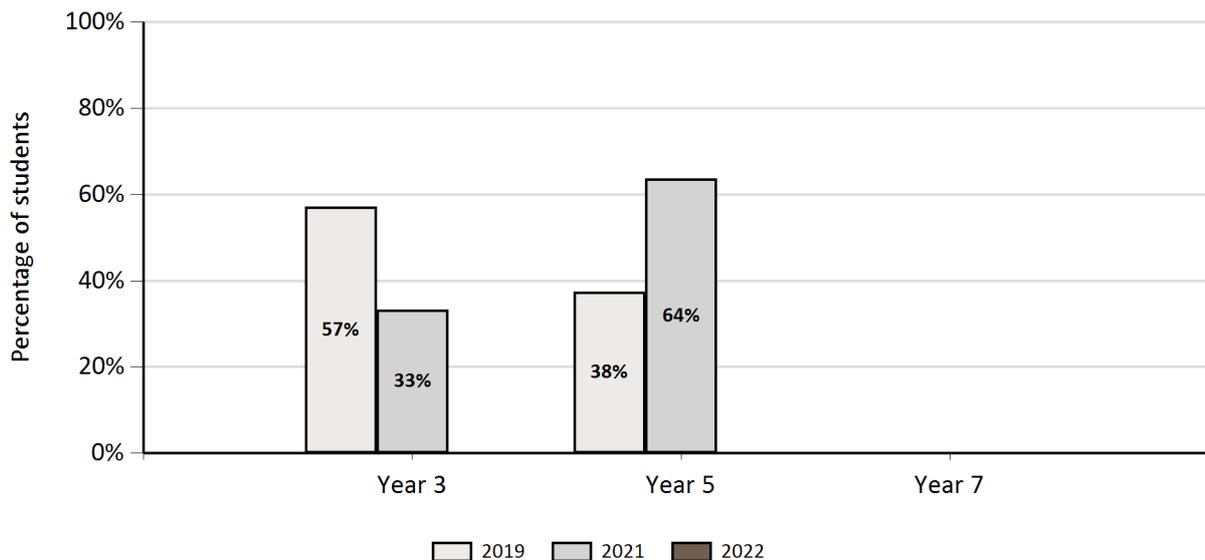
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



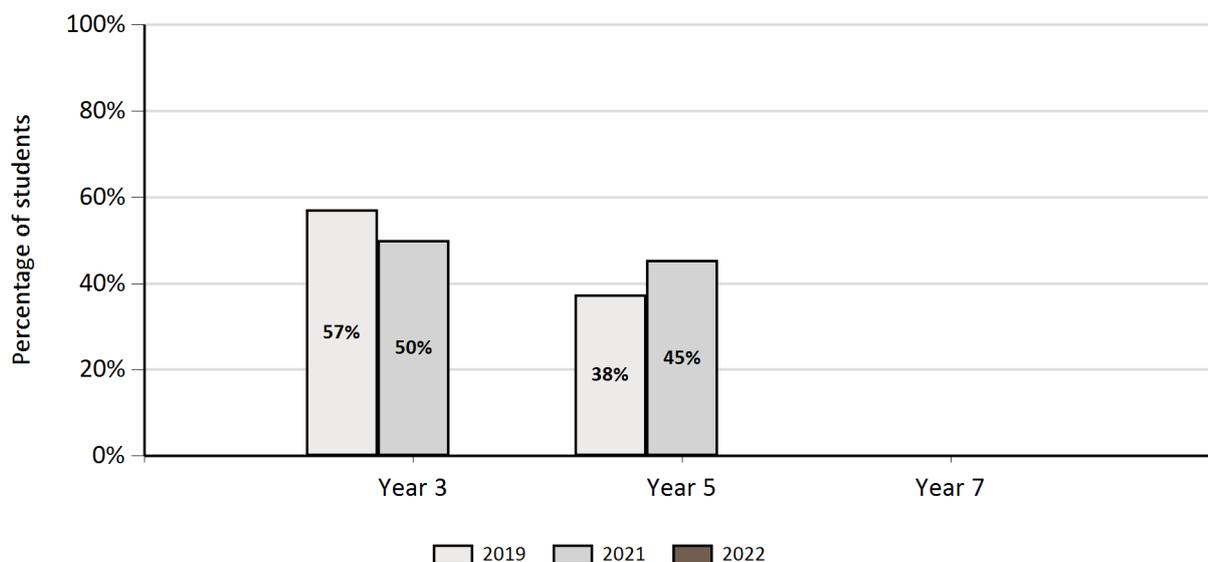
*NOTE: No NAPLAN testing was conducted in 2020.

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	7.0	7.0	0.5	0.0	7%	0%

*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:

In 2022 the school again focused on the element of - Applying Evidence-Based, Learning Interventions. The goal was to build on our work from 2021 and provide all Aboriginal and Torres Strait Islander (ATSI) students with effective and targeted interventions which either supported and/or extended their achievement. Our intention of providing evidence based targeted intervention, however, was hindered by a number of unforeseen factors. These included situations such as staff shortages and student attendance. As we were not able to fill our Aboriginal Education Teacher (AET) position much of the planning for the necessary interventions fell to the class teacher and with many of the School Support Officers (SSO) implementing them often changing between classes, the integrity of the programs often fell away. While these factors may have reduced the intended effectiveness of the strategies, improvements were still achieved.

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

The most notable achievements were seen within the Year 3 – 6 cohort. This group focused on addressing the gaps that existed in phonological awareness and phonics, through the use of the Heggerty and Sound Waves spelling programs and foundational reading strategies in Guided Reading. The positive impact of this intervention was seen within PAT-R achievements, where the majority of students improved on their results from the previous year. Overall 58% of ATSI students in this cohort achieved SEA in PAT-R, which was an improvement from 47% in 2021. As we move into 2023 with both an AET and an ACEO in place, we will focus on the element of - Engaging Aboriginal Families as Partners in Literacy and Numeracy learning. Through conversations with families about the growth, achievement and successes of their child, it is anticipated that the strategies to best support them that have been put in place over the last two years can be utilized more effectively.

School performance comment

Our NAPLAN results this year displayed two distinctly opposing trends when compared to 2021. While on one hand SEA attainment was down for both Reading and Numeracy on the other we saw a marked increase in high bands achievement for all areas bar Year 5 Numeracy. It is, unfortunately, difficult to assess the growth of the students due to the fact NAPLAN testing did not take place in 2020 when the Year 5s would have been in Year 3. Furthermore, while the results for this year still exceed those experienced in 2019 we are unable to determine if this is because of the changes made in the teaching approach or something that can be attributed to the composition of the cohort. This same conclusion can be applied to the high bands achievement, especially that of the Year 3s, however, as this particular cohort progresses we will be able to track and monitor their improvements and draw more accurate conclusions about the impact of the changes made to the teaching programs. The challenge moving forward will be to maintain our high band achievement while raising the level of SEA attainment.

As for the achievement of our Aboriginal and Torres Strait Islander (ATSI) learners, it is difficult to ascertain their achievement or growth through NAPLAN due to the low number in the cohort. In Year 3 there was 100% SEA attainment for both Reading and Numeracy, however, this was the result of a single student. In Year 5 there was 100% SEA attainment for Reading, however, only 33% met the benchmark for Numeracy, again this result only involved 3 students. A more accurate representation of our ATSI achievement can be seen within our PAT results for the Year 3-6 cohort. In this area we experienced 58% of students achieving SEA in PAT-R while 63% met the benchmark in PAT-M. These results were an improvement on 2021, however, without an Aboriginal Education Teacher (AET) due to staffing shortages it is difficult to ascertain the reasons for this. The challenge moving forward will be to track and monitor these students more closely from 2023 and beyond so that more effective supports can be put in place.

The Phonics Screen Check was another area in which the school displayed growth, with our results going from 17% in 2020 to 35% in 2021 to 45% this year. A further positive to this was we saw another increase in the average score to 22 out of 40. It is anticipated that our continued use of the Heggerty Phonics and Little Learners Love Literacy programs will drive this improvement further as we move forward.

Attendance

Year level	2019	2020	2021	2022
Reception	85.5%	78.5%	81.2%	71.4%
Year 1	87.2%	84.9%	77.7%	79.8%
Year 2	86.5%	84.4%	88.3%	71.7%
Year 3	83.8%	80.2%	85.1%	81.5%
Year 4	80.3%	78.7%	79.7%	73.1%
Year 5	86.9%	84.6%	82.2%	74.5%
Year 6	84.9%	88.1%	82.7%	72.3%
Year 7	75.2%	74.9%	79.4%	N/A
Total	84.1%	82.4%	82.1%	75.2%

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

Attendance comment

Our attendance has fallen significantly over the past 12 months and is falling further behind what is expected. While we have increased the levels of communication between class teachers and home to address the attendance concerns of all students in a timely manner, through apps such as SeeSaw, it has so far had little impact other than having absences more easily explained. Leadership oversee more formal communication with the parents of habitual and chronic non-attenders in an endeavour to re-engage both parties with the school. Multiple attendance referrals have been made, with little to no effect, so it is expected to take some time to fully address the issue given its entrenchment.

Behaviour support comment

There have been a significant number of behaviour incidents this year, including: 164 Take Homes and 74 Suspensions. While the majority of these incidents (46%) were for acts of violence or bullying we have seen a drop in this area (18%) when compared to 2021. The school has invested significant resources into implementing social and emotional wellbeing programs, such as MindUp and the Window of Tolerance, to assist students with developing self-regulation strategies to combat these tendencies. Given how ingrained the behaviours are, however, it is expected it will still take some time before they have a more significant effect on reducing these incidents. As such, the school will also be implementing the Positive Behaviours for Learning (PBL) framework from 2023 onwards.

Parent opinion survey summary

In all we received 28 responses to the Parent Survey and most of these were positive, particularly in the area of Respect. This was apparent, in a 90% positive response, with parents believing the school is a place where respect between not only staff and students but also staff and parents was clearly visible.

An area where we experienced a significant decrease was, in how effectively parents believed the school communicated not only with them but also with their children. This received an average positive rating of only 76%, which was a drop of 18% from 2021. We will monitor this area closely as it may be a result of the changes made to the communication channels used, going from largely paper based to electronic.

An area identified by the survey, where the school could improve, is in providing assistance to parents so they are better equipped to help their child learn at home. This was clearly evident in the responses that indicated: 45% of parents wanted more help to assist their child at home; 34% wanted more in the way of learning tips to engage their child at home; and 29% of parents wanted more encouragement to help their child learn. These responses will enable the school to define a clear focus going forward, as to how we can form better relationships around the shared responsibility of learning.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.3%
NS - LEFT SA FOR NSW	2	10.5%
QL - LEFT SA FOR QLD	1	5.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	68.4%
WA - LEFT SA FOR WA	2	10.5%

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

Volunteers, parents and prospective work experience students wishing to be involved in activities where a Working With Children Check (WWCC) is a prerequisite, are required to present the relevant paperwork to the Administration staff. A copy of the documentation is then kept on file and they are taken through an induction process by the relevant leader. Administration staff are then responsible for maintaining these records and notifying leadership should there be a discrepancy or lapse of clearance.

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	25
Post Graduate Qualifications	3

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	16.0	1.7	9.7
Persons	0	17	2	13

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

Financial statement

Funding Source	Amount
Grants: State	\$2,160,534
Grants: Commonwealth	\$4,000
Parent Contributions	\$33,219
Fund Raising	\$1,454
Other	\$89,696

Data Source: Education Department School Administration System (EDSAS).