



# South Downs Primary School

## 2022 annual report to the community

South Downs Primary School Number: 1038

Partnership: Uleybury

Signature

School principal:

Miss Caitlin Lean

Governing council chair:

Annette Taylor

Date of endorsement:

1 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

South Downs Primary School caters for learners Reception to Year 6 and is located in the Northern Suburb as part of the Uleybury Partnership. 2022 saw an enrolment of 117 students in the school with 32 of those students in our disability unit. The site is classified as a Category 1.

The student population includes approximately:

76% School Card Holders

14.5% Aboriginal and Torres Strait Islander

43.5% Students with Disabilities

7.6% Students from Non-English speaking background

The school experienced a variety of changes in 2022, including a new Principal and leaders. There were a variety of facility and grounds updates including, school garden upgrade, a new nature play area installed, mural upgrade, new air conditioner installed, circuit room furniture upgrades and new furniture purchased for classrooms, including individual chairs for students in the disability unit.

IT was also upgraded across the site, including the site moving from EDSAS to EMS, a new whole school text messaging system launched, an online sign in system for visitors and purchasing 1:1 laptop devices for Year 3 - 6. New iPad devices were also purchased for junior primary students and disability unit students.

The school also launched a new reading program called Accelerated Reader with great success including an upgrade of our library configuration. Each individual student had personalised Reading Targets developed which are displayed on students' desks and communicated with families each term.

2022 Highlights included:

Book Week

Sports Day

Winter Sport Carnival

SAPSASA Events

Science Week

Reconciliation Week

Police visit

Fire station visit

Kids on Country Excursion

Summer Carnival

DU swimming

Water Safety Week

Volunteer Morning Tea

Graduation

Christmas Fun Day

End of Year concert

Pool Day

End of Year Awards Assembly

## Governing council report

This year has been full of new beginnings starting with Caitlin Manser taking on the role as Principal of South Downs Primary School and a new leadership team was appointed. I believe it to be a successful move since Caitlin's arrival from day 1 as small and big changes have all had a positive impact at SDPS.

Some examples of this include creating beautiful learning spaces in all of the classrooms, a mural upgrade, new nature playground and the vegetable garden was upgraded. The students entered into sporting carnivals and a Maths Talent Quest with great success.

Other events have included a Disney Disco, Colour Run, Sports Day, Year 6 Graduation, Waterworld, Christmas Fun Day and an End of Year Concert. Governing Council held fundraising events such as Mothers Day stall, Fathers Day stall and a Christmas Raffle which were all successful and provided new ideas for 2023.

Governing Council Chairperson

Annette Taylor

# Quality improvement planning

## SIP

We held a Student Free Day in Term 4 and worked in teams to analyse our data, measure our performance and determine new goals, challenge of practice and actions within our new 3 year cycle. The implementation of the SPDS Planning Documents allowed for teachers to track what we were teaching, how we were using our LISC week by week and what style of learning activities were planned each week.

The streamlining of Initialit has had great success in ensuring literacy blocks are succinct, targeted and sequential in nature. This resulted in settled routines, great learning habits and our JP students building confidence in their phonics. Year 1 phonics results were pleasing with a 14% increase from 2021.

The implementation and utilisation of Accelerated reader has made an impact on teachers' capacity to collect, track and engage with students' reading data. This has informed planning for our reading blocks such as selecting appropriate texts, differentiating according to reading ability as well as identifying particular deficits in students' reading ability.

Developing consistent Guided Reading structures was a focus in 2022. These sessions are now being differentiated by data which has allowed teachers to better track progression in both their oral language, reading and writing.

MultiLit/LLI Intervention has seen impact on targeted students. Results of rigorous literacy intervention saw improvement in all year 1 students in their PSC and has identified which skills are needing attention.

Teachers engaged with Professional Development from the LET team on breaking down the phases of a Maths Lesson and focused on the "launch" phase. This led to the roll out of Maths Chats across the site and teachers have developed their skills in teaching the proficiencies through their maths chats and the introductory sections of their lessons. The site are utilising the Department for Education Units of work in the Year 3-6 cohort and the consistent approach to teaching maths chats using the proficiencies has resulted in sequential learning occurring.

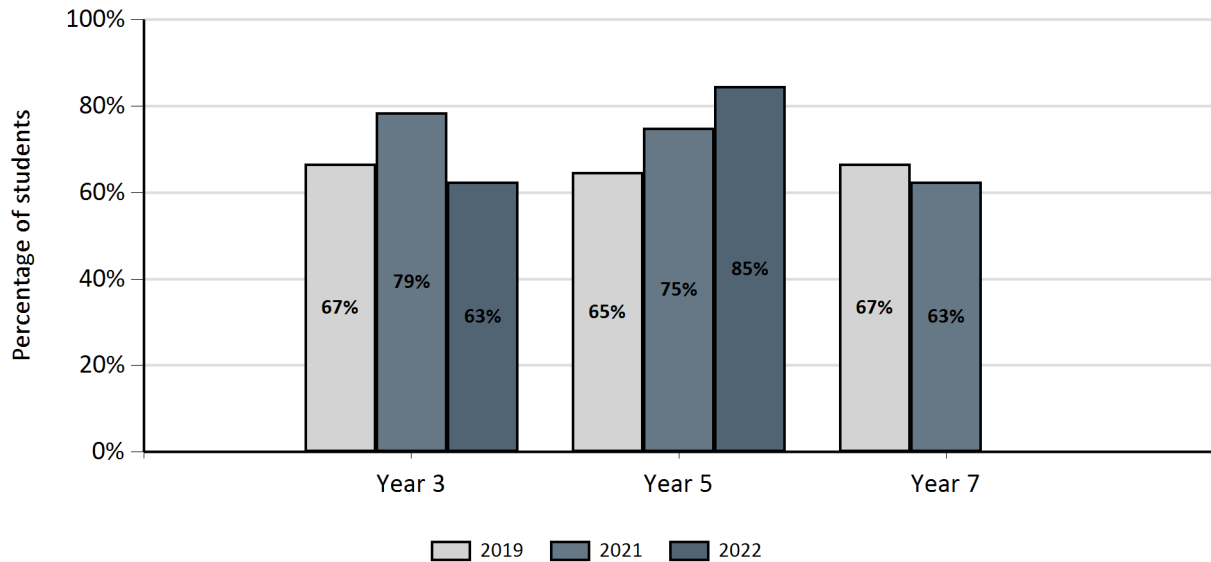
In 2023, the site will be moving towards a focus in Writing including exploring a consistent whole school approach to teaching and moderating writing.

# 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

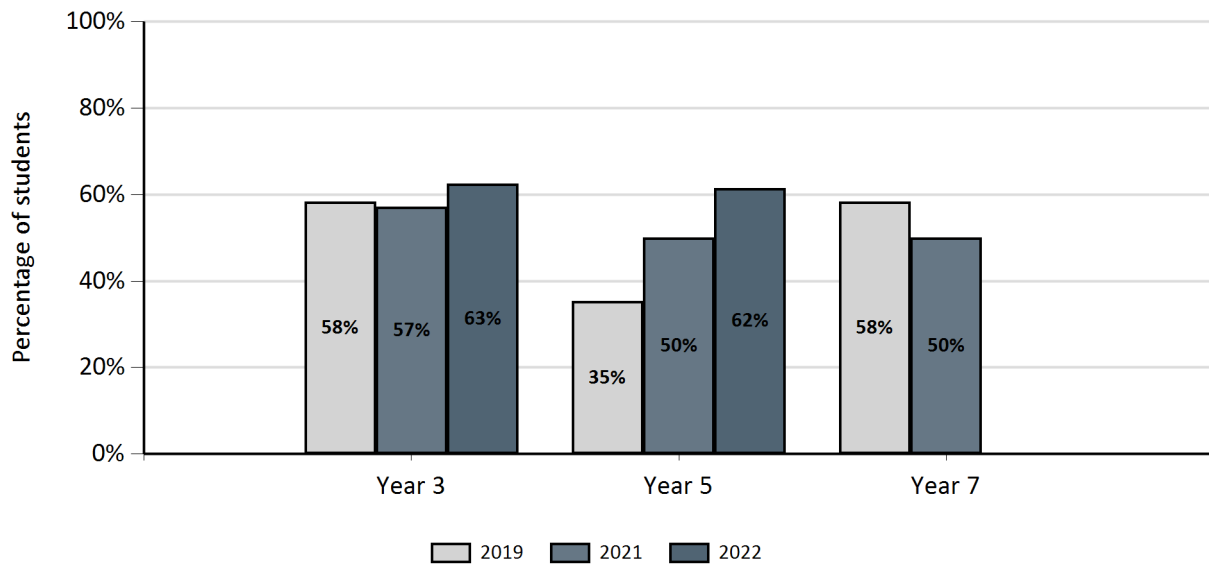


\*NOTE: No NAPLAN testing was conducted in 2020.

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	8	8	1	1	13%	13%
Year 03 2021-2022 Average	11.0	11.0	2.5	1.0	23%	9%
Year 05 2022	13	13	2	0	15%	0%
Year 05 2021-2022 Average	10.5	10.5	1.0	0.0	10%	0%
Year 07 2021-2022 Average	16.0	16.0	2.0	1.0	13%	6%

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

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

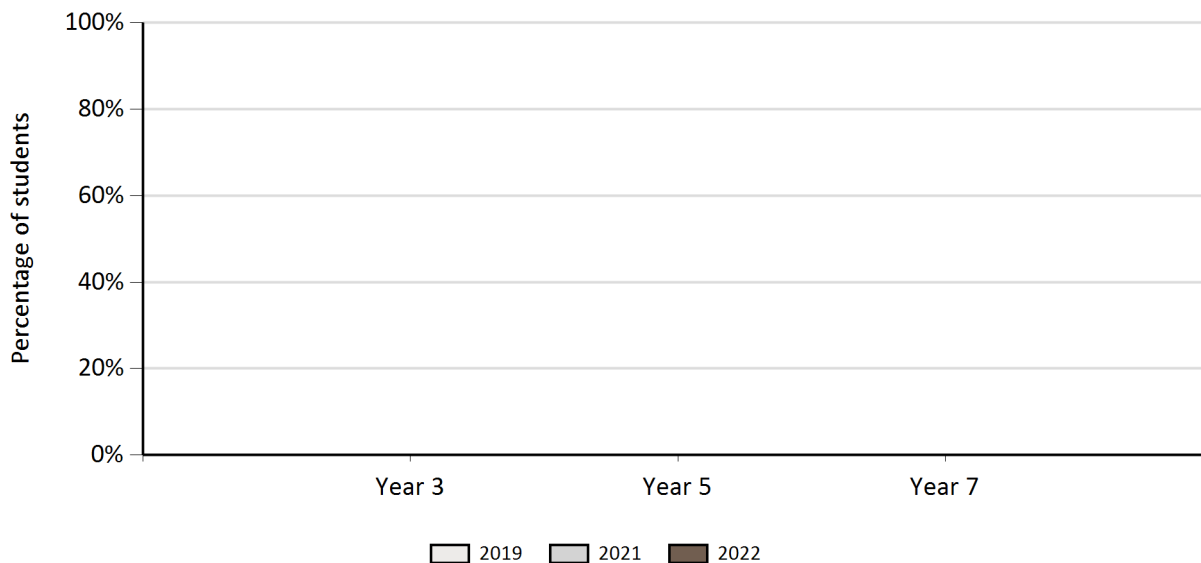
<sup>^</sup>includes absent and withdrawn students.

\*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



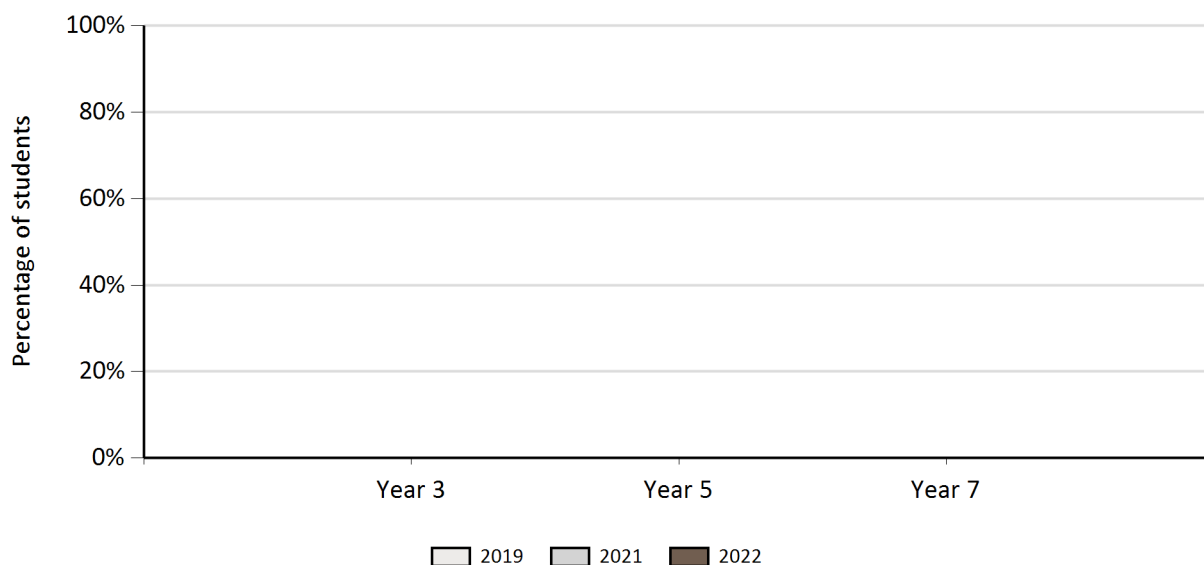
\*NOTE: No NAPLAN testing was conducted in 2020.

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 core focus of 2022 for our ATSI learners looked at the data management and analysis of this data. With the ALAR framework, we implemented a whole school data tracking spreadsheet with particular focus on ATSI learner achievement. Part of this work came to improving the data literacy of teachers and as importantly, our AET and ACEO. Our AET created a document which allows succinct tracking of Above, At and Below standard for all DfE measured assessments for our ATSI students across the school for both this year and last. Our AET led specific interventions based on the data sets of our ATSI students. Specific focus was placed on the reading capacity of the year 3 and 4 students with attention to tricky words, fluency and phonemic awareness.

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

As a result of the implemented actions in our ALAR (Data Management, Analysis and Action off this analysis), we have seen an increase in reading capacity for all ATSI students in year's 3 and above based on our Accelerated Reader summative testing. Our year R-2 cohort saw multiple students improve their reading scale score by over 120 points (average 1/5) in two terms, with 2 students maintaining and one student declining. As a result of our data management and analysis methods, we have put in place similar interventions to 2022 for 2023 with a more individualised focus based on the data collection from this year to see even greater literacy and numeracy outcomes.

# School performance comment

Our NAPLAN results were consistent with predictions made with our SIP NAPLAN reading goals being met for both years 3 & 5. Our Numeracy data for NAPLAN followed a similar trend, however, our year 3s missed out SIP target by 3%. Important to note is that our cohort of tested students in for NAPLAN in 2022 was significantly smaller resulting in larger fluctuations of total results than previous based on individual results.

Year 3s scored consistently in NAPLAN spelling, grammar & punctuation and writing with a lowest total of 80% of student achieving SEA. Year 5 saw less students meeting SEA in these areas however more individual students achieve HB. Below are the SIP goals for Maths and Reading and the results from 2022 NAPLAN, A-E and PAT against these goals

## Maths

60% of students will achieve a C Grade or higher- 43% of students achieved this (mid term)

Retain or improve 66% of Year 3 NAPLAN SEA- 63% of students achieved this

Retain or improve 55% of Year 5 NAPLAN SEA- 85% of students achieved this

Retain or improve 50% of Year 3 PAT SEA- 55% of students achieved this

Retain or improve 50% of Year 4 PAT SEA- 33% of students achieved this

Retain or improve 80% of Year 5 PAT SEA- 60% of students achieved this (2 students .7 under SEA)

Retain or improve 45% of Year 6 PAT SEA- 27% of students achieved this

## Reading

55% of students will achieve a C grade or higher- 46% of students achieved this (mid term)

Retain or improve 66% of Year 3 NAPLAN SEA- 63% of students achieved this

Retain or improve 55% of Year 5 NAPLAN SEA- 62% of students achieved this

Retain or improve 50% of Year 3 PAT SEA- 55% of students achieved this

Retain or improve 50% of Year 4 PAT SEA- 58% of students achieved this

Retain or improve 80% of Year 5 PAT SEA- 70% of students achieved this (one student is 10%)

Retain or improve 45% of Year 6 PAT SEA- 73% of students achieved this.

Our year 1 phonics screening check target was 50% with a total score of 54% meeting the 28/40. This number is a large improvement and can be attributed to targeted phonics teaching, as well as group intervention for our year 1 and 2 students identified as requiring intervention.



# Attendance

Year level	2019	2020	2021	2022
Reception	87.3%	82.1%	82.6%	79.2%
Year 1	85.1%	91.6%	80.6%	75.1%
Year 2	89.1%	83.8%	89.5%	67.2%
Year 3	83.7%	83.2%	86.8%	75.6%
Year 4	87.8%	84.5%	76.5%	63.2%
Year 5	83.4%	80.0%	86.3%	79.2%
Year 6	79.8%	77.6%	81.6%	73.8%
Year 7	86.5%	84.7%	78.4%	N/A
Primary Other	83.5%	85.1%	82.8%	81.0%
Total	85.3%	83.4%	82.3%	75.7%

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

## Attendance comment

Our attendance rate as a total saw a decrease from 84.2 in 2021 to 80% in 2022. The contributing factors to this slight decrease in overall attendance comes from our chronic non attending students/families. Referrals to attendance officers in SSS were consistent, however with the sporadic nature of attendance saw that further intervention for some of our habitual non-attenders was not implemented. Consistent home visits were conducted with the ACEO where necessary, as well as daily phone calls to all students absent with unexplained reasoning. Formal letters were sent to those who were not responsive to home visits/phone calls as per DfE guidelines. Following this, with the rollover to EMS we have introduced a text messaging system for absenteeism to allow swift and non-confrontational responses for when students are absent. Since this introduction, we have had more communication from families who have traditionally not answered attendance phone calls. We saw an increase in the number of students ill without certificate 5.3 in 2022 and 3.7 in 2021 and had multiple students/families reporting repeated illnesses within the families.

## Behaviour support comment

Aligned with our inclusive culture, we employ a number of proactive strategies to support student behavior such as Interception, Berry Street, wellbeing check ins and teacher intervention strategies. Due to positive intervention, 2022 saw a 58% decrease in extreme or inappropriate behavior from 2021. In 2022, we had 52 suspensions, dropping from 89 in the previous year. The number of students suspended also decreased to 23, from 47 in the previous year. 1 student was excluded in 2022, a decrease from 2 in the previous year.

## Parent opinion survey summary

2022 saw positive increases from the previous year in our Parent Engagement Survey.

People are respectful - 71% agree or strongly agree  
 Teachers and students are respectful - 81% agree or strongly agree  
 Child is important - 71% agree or strongly agree  
 Receives enough communication - 59% agree or strongly agree  
 School communicates effectively - 67% agree or strongly agree  
 Knows standard of work - 69% agree or strongly agree  
 Receives useful feedback - 67% agree or strongly agree  
 Has useful discussions - 75% agree or strongly agree  
 Has input into learning - 56% agree or strongly agree  
 Has good home learning routine - 75% agree or strongly agree  
 Education is important - 100% agree or strongly agree  
 Equipped to plan pathways - 68% agree or strongly agree  
 Encouraged to help child learn - 65% agree or strongly agree  
 Receives learning tips - 47% agree or strongly agree

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	14.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	22	81.5%
U - UNKNOWN	1	3.7%

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

The school complies with current DfE screening processes as required. Volunteers including Governing Council have their WWC and inducted into the school by a designated leader. The school also complies with the requirements for external service providers with students on site.

# 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	19
Post Graduate Qualifications	6

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	13.4	0.0	14.2
Persons	0	15	0	23

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

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$6,700
Parent Contributions	\$26,600
Fund Raising	\$3,220
Other	\$0

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	Interception was introduced as a whole school approach for self-regulation. Student Wellbeing Leader worked collaboratively with teachers to ensure Berry Street Trauma Informed practise was being implemented in all classrooms, including morning circle times. Art Therapist from Connected Self employed 1 day a week to work with targeted students.	Suspensions dropped from 89 in 2021 to 52 in 2022. Whole school and individual use of interception daily.
	Improved outcomes for students with an additional language or dialect	SSOs deployed to support the provision of intensive and target intervention support to support students to achieve their One Plans goals.	Students with One Plans demonstrating greater achievement and engagement.
	Inclusive Education Support Program	SSOs deployed to support the provision of intensive and targeted support to support students to achieve their One Plan goals. Support provided through a reflective process.	Students with One Plans demonstrating greater achievement and engagement
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	ACEO and AET provides support for ATSI students and families, including attendance, wellbeing and engagement.  IESP support was diligently provided by matching SSOs to students on flexible and intentional timetabling.	Growth in Y1 Phonics Check results by 14% Increase in results through Accelerated Reader program
Program funding for all students	Australian Curriculum	A Senior Leader, Curriculum and Pedagogy was employed to support teachers improve pedagogical content knowledge. Senior Leader, Wellbeing also supported through running the Year 2 program for our InitiaLit streamlining.	Significant improved confidence from staff and data has shown an improvement
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Better Schools funding supported us to fund more intervention for students not meeting literacy and numeracy targets. Programs: MultiLIT and Levelled Literacy Intervention	Increased reading levels and improved PAT Maths and Reading results
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Maths Enrichment - working with small group (MP & UP) pf students to extend and enrich their mathematical knowledge and understanding through exploring mathematical concepts.	Growth in PAT Maths

