



Swallowcliffe School P-6 and Swallowcliffe Preschool

2022 annual report to the community

Swallowcliffe School P-6 Number: 1062

Swallowcliffe Preschool Number: 1574

Partnership: Peachey

Signature

School principal:

Ms Tonia Noble

Governing council chair:

Matthew Childs

Date of endorsement:

4 April 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Swallowcliffe School P-7 is a Category 1, loED, school in the northern suburbs of Adelaide. In 2022 we had 448 students in 25 classes. The student population includes approximately:

- 70.75% school card holders,
- 18.97% students with English as an Additional Dialect
- 44.20% students with disabilities and
- 13.62% Aboriginal students.

Despite interruptions at the beginning of the school year, related to COVID-19 and online learning we were able to maintain momentum across the course of the year around our goal of 'improvement in reading for every child'.

Our key strategies were around focused professional development for staff around the Science of Reading, implementation of IntiaLit (R-2) Yrs 3-6 focus on vocabulary and in particular spelling and targeted small group and individual intervention to support reading acquisition.

IntiaLit is an evidence based, whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers.

In years 3-6, we particularly focused on building children's field of knowledge and vocabulary and also the spelling of words through a 4 step approach (Lyn Stone) which included the entomology of words. A focus on fluency was also incorporated into our years 3-6 approach to improving the reading skills of all children.

Intervention was approached at the whole school level, but with close attention to the individual needs of students, particularly around reading. Each individual class's, achievement data saw grouping of children according to STOP light colour coding, to support decision making around children to priorities for interventions at the class, small group and individual levels.

Governing council report

During 2022 the Governing Council continued to support the strategies implemented by the school that have kept everyone safe during COVID-19.

These implementations were maintained during the year.

on-line Assemblies

parent/ teacher greetings at outdoor line-up areas at the beginning and end of each day.

separate recess and lunchtime play times for primary and junior primary students to reduce the number of children/adults in the yard at any given time.

Our main focus throughout the year was to continue the maintenance of the newly developed garden beds and play areas.

Regards

Matthew Childs

School quality improvement planning

Progress in our Reading school improvement priority continued to be steadily trending upwards with internal progress monitoring particularly through the InitialLit strategy indicating incremental growth for learners, however this was not reflected consistently in the larger summative data sets used by the Education Department.

Our targets for improvement in all areas was acknowledged as being ambitious and it was noted that information used to inform some targets did not directly correlate.

Some of our priorities around our Numeracy goal were temporarily put on hold, while we delved deeper around Reading, however all staff in Yrs 3-6 engaged in implementation of the Departments Units of Work.

Achievement against our School Improvement Priorities;

Reading

Year 1 60% (42/66) students achieve 28, or more in the Phonics Screening Check (progress indicator). Result: 34% (23/74)

Year 2 90% (60/66) students achieve 28, or more in the Phonics Screening Check (progress indicator). Result: 60% (33/55)

Year 3 60% (39/66) students achieve SEA in NAPLAN reading (based on Term 3, 2021 Running Records). Result: 62% (41/66)

Year 4 % 92% (32/35- total 51 chn) students, who sat the test for their year level will achieve SEA in PAT reading (progress Indicator). Result: 75% (33/44)

Year 5 74% (37/50 chn) students achieve SEA in NAPLAN Reading. Result 35% (17/48)

Year 6 89% (41/46 – total 50 chn) students, who sat the test for their year level will achieve SEA in PAT Reading (progress indicator). Result: 76% (31/41)

With the exception of one target (Yr 3 reading) we did not reach the targets set in reading for 2022. Upon reflection we identified some factors which may have impacted not reaching the set progress indicators and targets. Analysis of student attendance showed that in some year levels, as many as 45% of students had absences of 25 days or more. For example, in the Yr 1 Phonics Screening Check 22/74 (30%) students had 25 days absent; and 68% of those students did not achieve SEA. Staff absences may also have been a contributing factor: teachers not confident InitialLit or Curriculum Unit taught with fidelity during their absence, with repetition of lessons upon staff return. Also, teachers reflected that some digraphs/content had not taught at the point in the InitialLit Scope and Sequence for Yr 1 and 2 students.

Numeracy

Year 3: an increase in average from 57% to 60% (40/66) students achieve SEA or HB, returning to the 2019 average. Results: 50% (33/66)

Year 4 % 91% (32/35- total 51 chn) students, who sat the test for their year level will achieve SEA in PAT Maths (progress Indicator). Results: 65% (28/43)

Year 5: 74% (37/50) students achieve SEA in NAPLAN numeracy. Results: 42% (20/48)

Year 6: 97% (43/44) students who sat the test for their year level will achieve SEA in PAT Maths (progress Indicator). Results: 74% (31/42)

We did not reach our set targets in Numeracy. Upon reflection we identified that factors such as high student and teacher absences, unfamiliarity with the Curriculum Units and gaps in students prior learning and knowledge may have affected the potential achievement of the set targets.

Preschool quality improvement planning

This year we have self-reflected using Step 4 of the PQIP through discussions on the implementations of their goals and the impact on children's learning

Pre-Lit program

Continual reflection regarding the new program "Pre-Lit" being implemented in the PreSchool. Educators noted that most students are progressing well in Pre-Lit but there are some students who are still struggling with book concepts. A question asked was, "how can we support all students at their level" and adjustments were made. Data from Pre-Lit reflection sheets demonstrated that high and medium achievers were doing well and making progress as evident in their understanding of the vocab and concepts. Educators have undertaken training from speech pathologist and coordinator to implement "Pre-Lit" and have developed appropriate resources. They have noticed a growth and a sense of awareness in children's engagement in phonological awareness skills through the "Pre-Lit" lessons but also transferring these skills into their play. Educators will continue to reflect on the program with a new group of students next year.

Strengthen connections with families & community

Educators engaged in reflective discussions in how families have engaged with the program especially in regards to oral language, phonological awareness skills and vocabulary which has been supported through information and resources shared through newsletter and Class Dojo. Less than 50% of families have joined and are accessing Class Dojo. Educators have been supporting and encouraging families to join to access news, photos and information from the preschool. Educators have provided book packs for children and through reflection have wondered whether a toy library system to borrow book packs with accompanying resources may support this better as many parents are not accessing the online resources. This is something we would like to trial next year.

Extend cultural competence in relation to the land

Educators engaged in discussions about progress they have made in developing their knowledge and confidence in building cultural competency in children. Staff noted that they feel confident in the progress made so far in building cultural competency in both staff and children. Our training on embedding Indigenous perspective supported us to reflect on some practices we are already doing and where to next. There are a wide range of daily experiences that staff have embedded in the practice. Staff noted that students are embedding the practices and new learnings into their play and language.

Over the year educators have been engaged in an ongoing self review process drawing upon a broad range of data.

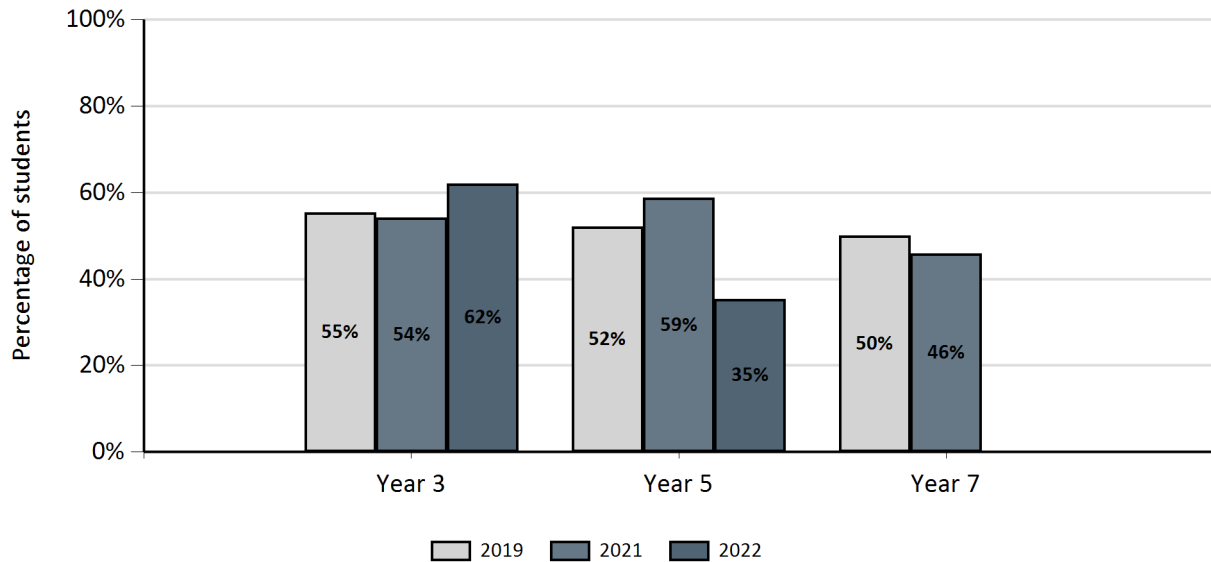
During the year staff identified that children's mathematical language would benefit from explicit instruction. As a result the 2023 PQIP will focus on providing structures and opportunities for mathematical language to be taught intentionally and explicitly through sustained interactions and play.

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

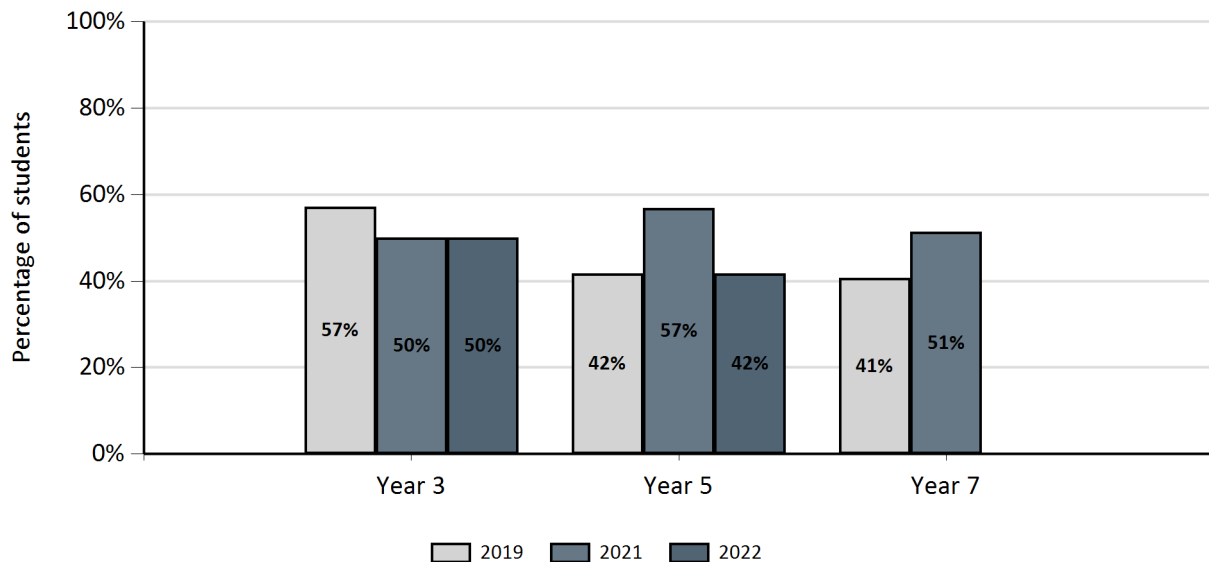


*NOTE: No NAPLAN testing was conducted in 2020.

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	66	66	12	2	18%	3%
Year 03 2021-2022 Average	57.0	57.0	11.0	2.5	19%	4%
Year 05 2022	48	48	1	0	2%	0%
Year 05 2021-2022 Average	49.5	49.5	3.5	1.0	7%	2%
Year 07 2021-2022 Average	37.0	37.0	1.0	4.0	3%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

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

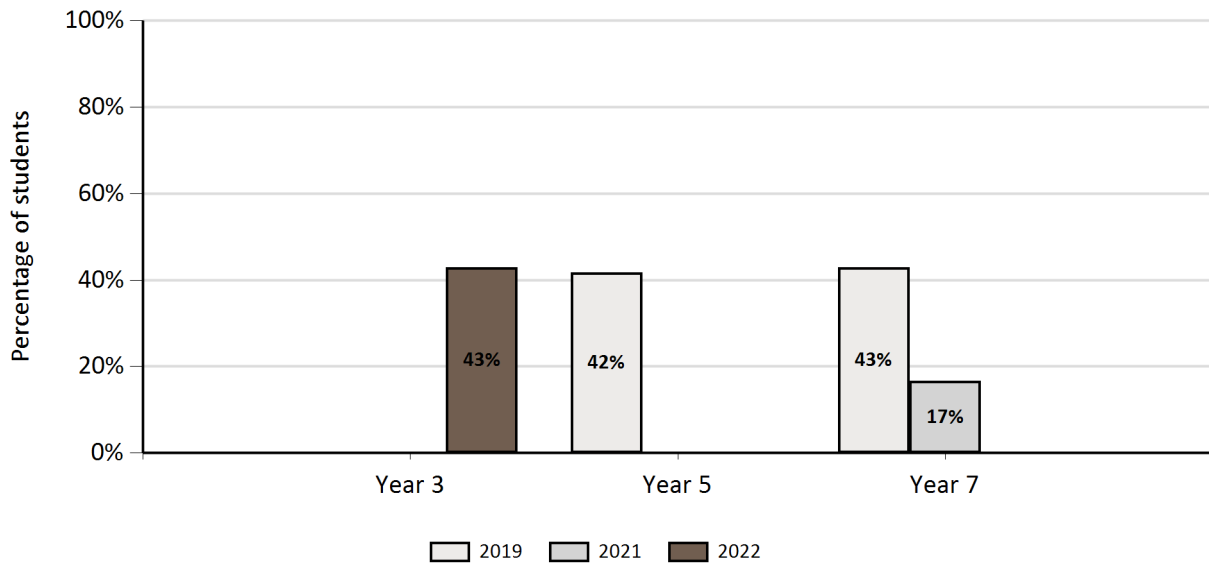
[^]includes absent and withdrawn students.

*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



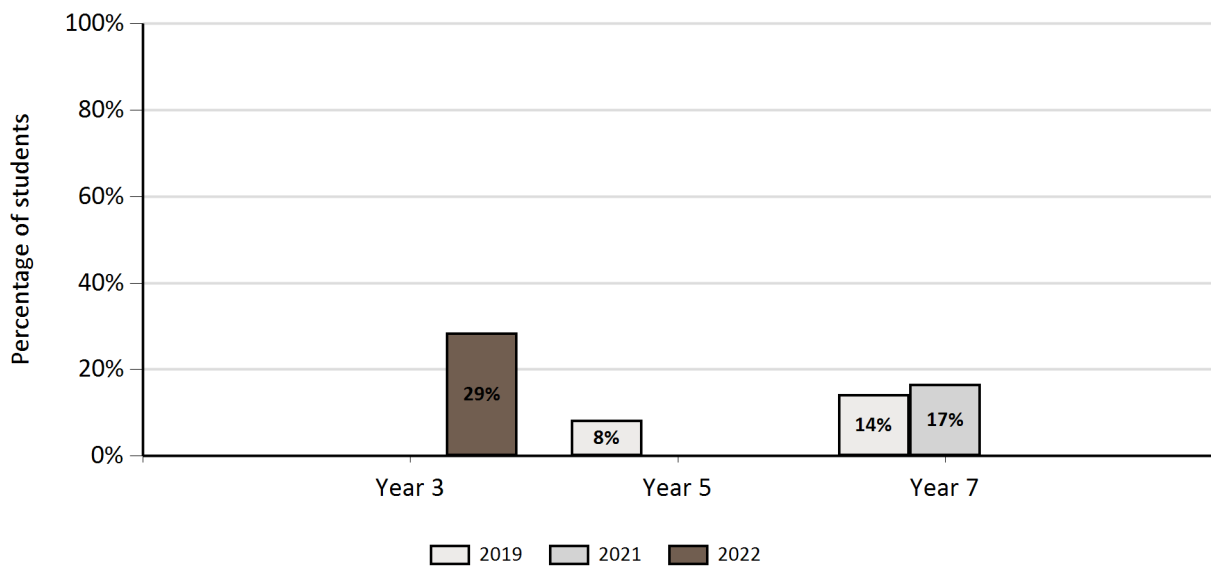
*NOTE: No NAPLAN testing was conducted in 2020.

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	7	7	1	0	14%	0%
Year 03 2021-2022 Average	6.0	6.0	0.5	0.0	8%	0%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	6.0	6.0	0.0	0.0	0%	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: Data Informed Planning

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

-

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

-

School performance comment

N/A

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	89.3%	84.8%	81.3%	82.9%
2020 centre	91.1%		86.5%	83.6%
2021 centre	76.2%	80.3%	84.8%	84.6%
2022 centre	76.2%	79.4%	80.4%	80%
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	84.9%	83.9%	86.4%	77.1%
Year 1	82.3%	84.0%	88.3%	81.5%
Year 2	85.8%	83.6%	87.7%	79.8%
Year 3	88.4%	80.8%	86.3%	81.2%
Year 4	87.0%	84.1%	80.6%	79.9%
Year 5	84.6%	81.9%	87.0%	78.4%
Year 6	85.6%	80.6%	84.1%	79.4%
Year 7	74.3%	83.4%	82.7%	N/A
Primary Other	81.5%	80.1%	79.9%	72.7%
Total	84.4%	82.8%	85.3%	79.3%

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

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

Attendance comment

N/A

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	87	90	90	89
2020	89	N/A	89	91
2022	64	63	64	67
2021	74	82	85	63

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

The school continues to invest in a proactive approach to supporting children to positively engage in learning. A room for Re-engagement and occupational therapy (Green Room) were both staffed, with timetabled OT and scheduled breaks for identified students. The school funded a 13 Learning Readiness SSO's, with a strong junior primary focus, with a positive correlation between student engagement and achievement results for the targeted children who received support. Suspensions and exclusions continue to be below historical averages as a result of the case management and proactive strategies implemented at the school level.

Parent opinion survey summary

In 2022 we undertook the national school parent opinion surveys for the school and preschool. This year the school had a 72 responses (student enrolments 415) - 72% of these strongly agreed that education is important.

The overwhelming number of parent, staff and student respondents were positive with almost all domains showing the greatest majority of responses in the Agree range, including;

55% in the people are respectful range
56% in the encouraged to help children learn
55% in the receives useful feedback

The areas for further attention and consideration as indicated by the 73 responses was;

Having input to learning and parents believing that their child was important.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8243 - Blakes Crossing Christian College	2.6%	3.5%	0.0%	6.6%
8033 - St Columba College	2.6%	7.0%	10.0%	9.8%
1062 - Swallowcliffe School P-6	176.3%	171.9%	156.7%	167.2%

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	10.5%
QL - LEFT SA FOR QLD	8	10.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	57	75.0%
VI - LEFT SA FOR VIC	1	1.3%
WA - LEFT SA FOR WA	2	2.6%

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

N/A

Relevant history screening

Our school is compliant with the Relevant History Screening and WWC checks.

All staff, volunteers, outside service providers, and any workers on site must have a WWCC. Copies of WWCC are held in our front office and notifications of expiry are given where necessary.

Our policy for volunteers and procedures to become a volunteer are explicit and thorough.

The RAN training for volunteers is now conducted through the online course for volunteers. Sighting and recording of clearance information and or maintaining of records is done regularly.

All outside service providers must provide copies of WWC checks, relevant qualifications and all other documents in line with DfE requirements.

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	56
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	38.2	1.7	25.2
Persons	0	44	2	35

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

Financial statement

Funding Source	Amount
Grants: State	\$7,490,874
Grants: Commonwealth	\$18,000
Parent Contributions	\$91,782
Fund Raising	\$2,619
Other	\$35,311

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	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):	Outcomes achieved or progress made towards these outcomes:
	Higher Staff to student ratio	Funding was used to employ 3 learning readiness and 1 reengagement support staff R-6, in addition to the leadership profile. Comprehensive individualised support plans were in place.	Continued decline in low level NFI related behaviours as indicated through class and EDSAS data, with correlating improvement trends in student literacy progress monitoring over time.
Improved outcomes for numeracy and literacy	Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	.8 EALD teacher employed to work with children in small group and individual support the comprehensive intervention model that exists within the school for children.
			small groups of students with literacy needs
			capacity to support all
			N/A
Inclusive Education Support Program	Inclusive Education Support Program	2 x leadership positions - Early Years and Intervention Leadership Band B2 positions to monitor and implement effective processes to support children P-6	Continued progress achieved for most individuals, including children in the upper bands against literacy and numeracy achievement indicators.
			Comprehensive case management and intervention tracking and monitoring of children to achieve positive engagement, individual wellbeing and safety, including growth in individual literacy achievement through progress monitoring.
Improved outcomes for non-English speaking children who received bilingual support			N/A
	Improved outcomes for - rural & isolated students - Aboriginal students	The Leadership profile, Support Officer profile and funding directed towards a whole school approach to intervention and whole school literacy, including early intervention through implementation of the MultiLit suite, reflects the high priority I placed on	Whole school data reflects steady improvement for all children, with comprehensive planning for children who have not achieved expected growth through the schools intervention strategies.
* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.	numeracy and literacy including early years support	Improved achievement for all children against the schools site improvement priorities, particularly in reading.	
Targeted funding for groups of students	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	A Primary Years Coordinator was engaged .2, to support teachers to improve their practice and implement the Departments Units of Work. Comprehensive training for staff around the Science of Reading, including engagement of Lynne Stone - Life Long Learners. Purchase, implementation and training of staff in the Dibels suite of assessment resources, with fluency intervention developed alongside the implementation	Continued steady progress of individuals in school improvement priority areas, particularly reading and 100% uptake of agreed whole school strategies by teaching staff.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Training, Leadership profile, Teaching and Learning resources and Intervention programs were resourced with support of this funding.	All staff are actively embedding agreed practice around site improvement priorities in reading with all teachers P-6 implementing the Education Departments Curriculum Units of work in English and/or in Maths.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A