



Salisbury Downs Primary School

2022 annual report to the community

Salisbury Downs Primary School Number: 1194

Partnership: Orion

Signature

School principal:

Mr David Bentley

Governing council chair:

Zlatko Kresina

Date of endorsement:

1 March 2023



Government
of South Australia
Department for Education

Context and highlights

Salisbury Downs Primary School caters for children from reception to year 6, and is situated 24kms from the Adelaide CBD and was established in 1975.

Enrolment at the end of 2022 was 281 students, and the school is a Category 2 school on the Index of Disadvantage. The school's Index of Community Socio-Economic Advantage (ICSEA) is 944 (average school value is 1000). The school population includes 9% of Students with Disabilities, 7% Aboriginal students, 30% of students for whom English is an additional language or dialect (EALD), and 2% of students under the Guardianship of the Minister. In addition, 47% of families are eligible for School Card assistance

The school hosts a Better Behaviour Centre which aims to re-engage small groups of students with mainstream school operations and curriculum. The Centre draws students from other schools in the northern area through a referral process from the student's enrolling school.

Some of the highlights of the 2022 school year include continuing the focus on improving teacher practice in reading and has seen a focus on the Science of Reading approach. We have provided training and development opportunities that have assisted teachers and Support Staff to make "shifts" in previous practices to ensure that the "student's eyes remaining on the words the entire time they read." Unit teams have continued to program and plan and assess data together with a focus on consistency of practice and shared accountability for student outcomes, particularly in reading.

We have continued the restructuring of spaces with the opening of a new reception area in the old staff room. This has meant the front and back of offices are now separated, bringing a more settled atmosphere to both areas. The reception space is a roomier and much more appealing to our community. An upgrade to the entrance of the school is in planning to improve both the look and the safety aspects of this area.

Covid19 continued to be something that impacted on teaching and learning, however both staff and students dealt with the disruptions well and kept the focus on learning outcomes. We were able to whole of community events such as End of Year Concert and year 7 Graduation in term 4, but our swimming and our Whole School

Community Picnic were once again impacted due to renovations at Salisbury Swimming Centre. Our End of Year Event was held at school and was a huge hit with both students and families.

Governing council report

Much like the previous year, 2022 started in a disrupted and complex fashion with COVID having a massive impact on learning for staff and students. It also disrupted the initial work of the governing council. We did however continue to work and adapt to minimise this impact on student and community events.

I am grateful to everyone for their dedication and commitment to approaching hurdles and challenges with a positive attitude and collaboration. Thank you to the entire school community for your patience, resilience and support in what has been another challenging year. Collaboration between parents/caregivers and staff has been exceptional which has allowed some fantastic things to take place.

We welcomed some new members to the Governing Council at the AGM, the new team members brought a diversity to the group and represented broader areas of the school and the community. I hope to have more parents come aboard in 2023 to Salisbury Downs Primary School Governing Council.

Although, COVID did interrupt some of our annual fundraising events, there were still a number of highlights including the Election Day BBQs, ice-cream days and sausage sizzles. The End of Year Christmas Raffle and the concert evening bake sale added some much needed additional funds.

As a result of the fundraising we were able to continue to contributing to our regular events including the End of Year picnic and Graduation. We also worked with the school leaders to install some new signage in the front office and at the front of the school. The new signs are excellent additions to our community and reinforce our welcoming philosophy and the pride we have in a school.

Our leadership structures began the process of stabilisation with the appointment of David Bentley as Principal. David is a long term servant of our community and we are ecstatic at his appointment. We look forward to a bright future under his leadership. There were additional changes to staffing at the end of the year with 3 new leaders positions appointed.

Two of those leaders were members of our staff and now have moved into substantive positions, we congratulate Fiona and Travis in their new roles. We also welcomed Ms Kelly Blandford to the role of Deputy Principal. We were saddened to lose Ms Cheryl Taylor who has been an energetic and committed Wellbeing Leader for the last 9 years. Her service to our community has been exceptional and she will be significantly missed. We also had a staff member leave to have a baby and Ms Megan McLeman is now on maternity leave. The rest of staffing has remained stable and we are grateful to have such professional teachers and SSO's. The hard work they engage in everyday is commendable and has been duly acknowledged by many community members.

Our school is now slightly smaller without the year 7s on site. This has had an effect on class numbers with 11 classes in total. Additionally the smaller number of students has had a very minor impact on the canteen which is doing well. With a full year in the position we congratulate Connie who has managed the canteen well and continues to go above and beyond in serving our community.

In the new year, we hope to increase volunteer numbers as we hopefully exit from COVID restrictions and return to 'normal' activities.

Wishing everyone a safe and prosperous new year.

Zlatko Kresina.

Chairperson of Governing Council - Salisbury Downs Primary School

Quality improvement planning

Instrumental to our success at Salisbury Downs Primary School is our collaborative work on site improvement planning which builds on foundational work from preceding years. This year we continued to strive for the delivery of excellence in the teaching of reading across the school. Building staff capacity through targeted PD opportunities has ensured consistency in our planning and delivery of curriculum R-6.

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

As a school we aim to equip our students for life long success in reading. To ensure we do this, we have engaged staff this year in professional development around the Science of Reading (SoR). The SoR is a body of research which supports us in the best and most effective ways to teach reading to ensure that ALL children can achieve. Initially key staff members were trained by SPELD SA in DIBELS, (Dynamic indicators for basic early literacy) which is a set of procedures or measures which assesses the acquisition of literacy skills. Throughout the year staff were trained in the administration of these tests to enable them to collect and analyse data to pinpoint the next steps in reading for the students in their class.

Consistency in data collection across the school has been a focus for this year to enable all staff to have access to student reading data when needed. Partnering with Progress Education has given us a tool to track and manage our students reading data to effectively analyse and plan for the teaching of reading skills. This will be a significant area of focus over the next few years to embed a culture of data literacy throughout the school.

Goal 2: Increase the number of students meeting SEA in writing.

This year we began our Brightpath journey to improve writing across our site. Brightpath has provided teachers and leaders with a platform to assess and moderate writing samples for students and to provide the next steps in learning. To begin with, some key staff members were trained in initial Brightpath moderation to build their capacity to support others at school. PD for all teaching staff was then given through numerous staff meetings throughout the year where we were supported by our Brightpath Writing Improvement Officer. Sessions at the beginning of the year focused on formative assessment and how to use the resources to moderate students writing. These sessions were then followed through the year with more targeted sessions involving a deeper breakdown of the elements of writing. Two particular focuses have been on sentence structure and vocabulary development.

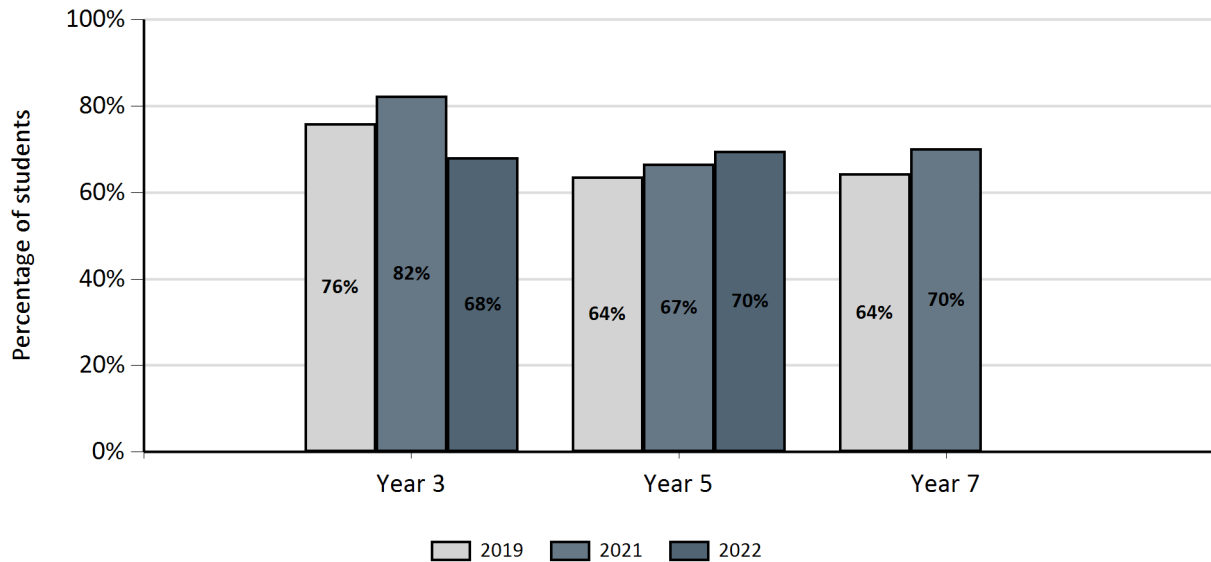
Into 2023 our school will continue the Brightpath moderation with two teachers (JP/UP) taking on a more leading role in developing staffs understanding of how to improve writing for all students in their classroom.

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

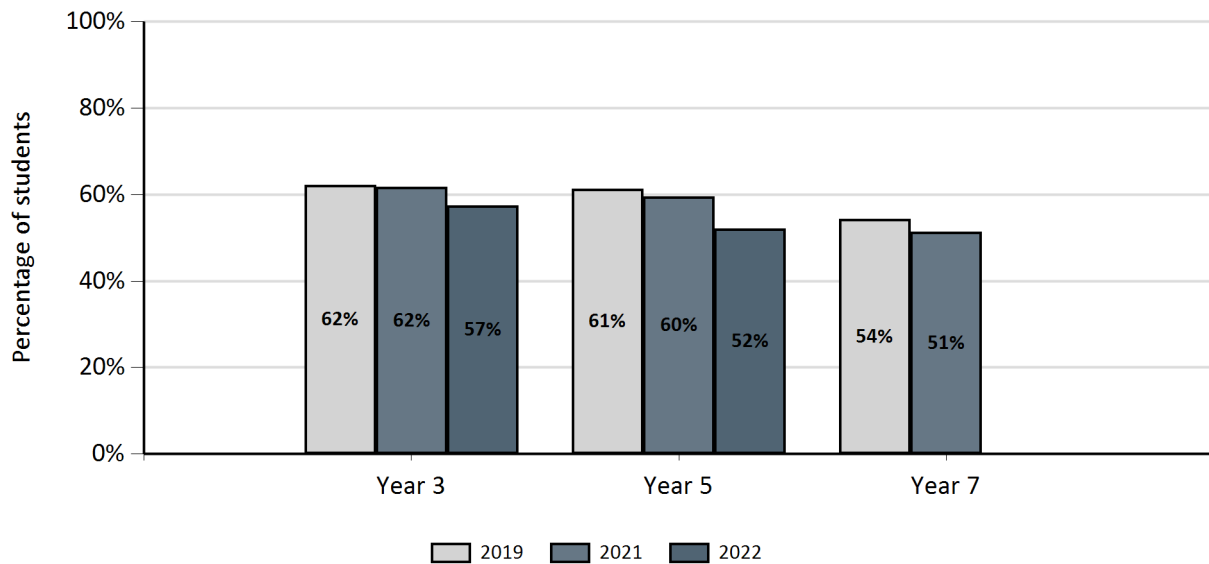


*NOTE: No NAPLAN testing was conducted in 2020.

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	47	47	7	3	15%	6%
Year 03 2021-2022 Average	40.5	40.5	6.5	1.5	16%	4%
Year 05 2022	46	46	6	1	13%	2%
Year 05 2021-2022 Average	44.0	44.0	5.5	1.0	13%	2%
Year 07 2021-2022 Average	37.0	37.0	4.0	7.0	11%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

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

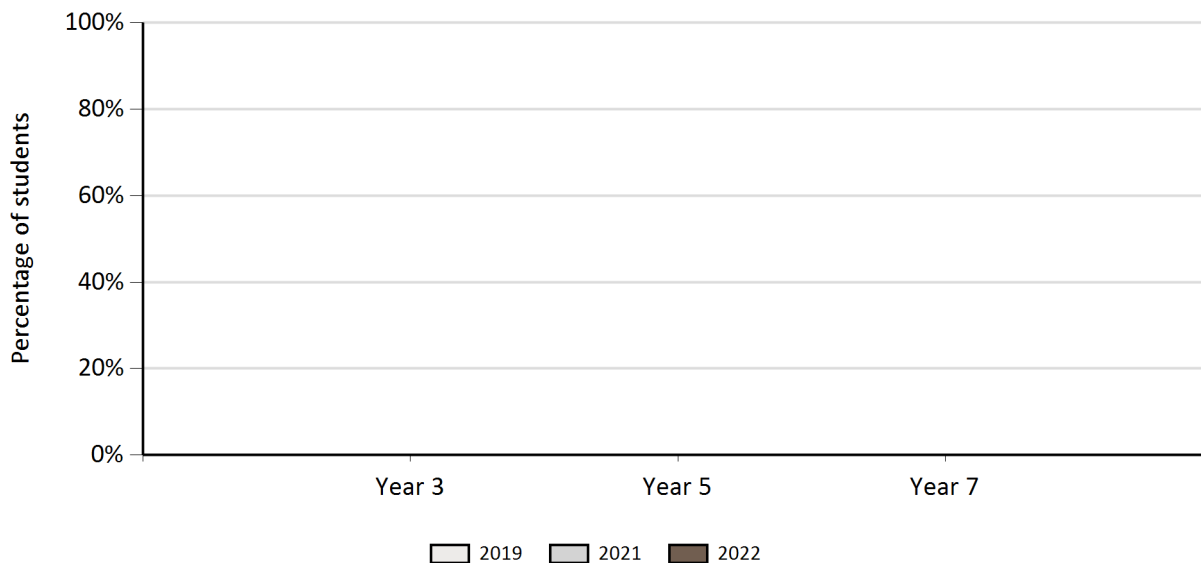
[^]includes absent and withdrawn students.

*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



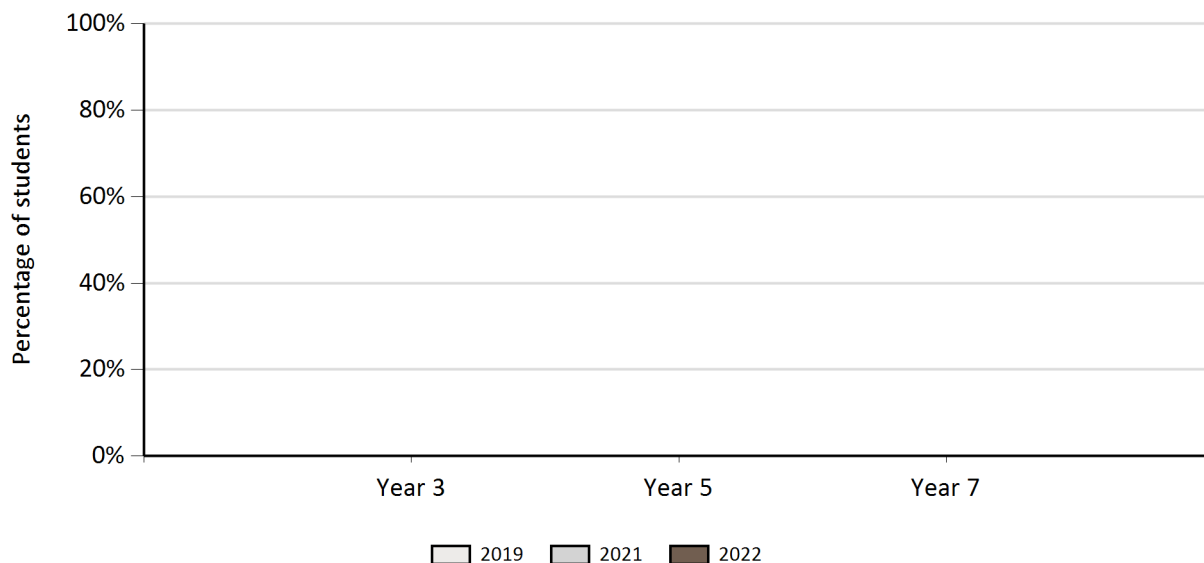
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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: Quality Teaching

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

During 2022, Salisbury Downs Primary school had 273 enrolments including 7% Aboriginal students. During 2022, Salisbury Downs has addressed the Aboriginal Learner Achievement Resource and is implementing elements 1 to 6 ensuring consistent high quality classroom practise.

All Aboriginal student's one plans were created and actioned in collaboration with classroom teacher, AET, ACEO, parents and families.

The data base to record collection of data has been updated this year and all of our Aboriginal students were tested using Dibels 8th Edition, Bright Path writing assessment, Pat-R, Pat-M, Year 1 phonics check and SA Spelling with all results shared in staff PD.

All classroom teachers have high expectations of our Aboriginal learners.

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

The data collected has been used to support teachers to create SMARTAR goals for our Aboriginal student's One Plans. Our AET has been working 1:1 with our primary Aboriginal students while our APAS tutor supports our younger students 1:1 to achieve their SMARTAR goals. The student's progress notes are recorded and are added and updated to the One Plans and shared with class teachers to inform literacy and numeracy priorities for our Aboriginal learners. Recent data results have shown overall improvement in year 1 phonics and oral reading fluency for particularly our younger students.

School performance comment

Salisbury Downs Primary School has made some significant changes to the way we approach the teaching of reading and are in a developing stage. We discontinued using running records as the way of assessing reading development and began using assessments endorsed by the Simple View of Reading. This has also led to the need for a data management system that will allow the regular tracking and analysis of data to inform teaching. The aim is to address the seesawing results that have occurred.

NAPLAN Reading

Yr 3s

2019 76% 2021 82% 2022 68%

Yr 5s

2019 64% 2021 67% 2022 70%

NAPLAN Numeracy

Yr3

2019 62% 2021 62% 2022 57%

Yr 5

2019 61% 2021 60% 2022 52%

The inconsistency throughout schooling of the percentage of students achieving SEA in both Literacy and Maths is an area for us to continue to grow and develop in 2022 and beyond.

We adopted a new data management and engagement platform so that staff can be more intentional in data collection and analysis, so that more informed decisions can be made regarding supporting students.

Attendance was an issue with a drop from an average around 90% to 84.2% in 2022. Addressing absenteeism and lateness is a priority for 2023.

Attendance

Year level	2019	2020	2021	2022
Reception	88.8%	87.0%	88.7%	83.0%
Year 1	90.8%	87.0%	90.8%	80.9%
Year 2	90.4%	90.0%	90.3%	81.2%
Year 3	92.8%	89.5%	91.4%	87.0%
Year 4	90.8%	90.2%	91.4%	89.1%
Year 5	91.1%	89.3%	92.2%	83.2%
Year 6	87.0%	87.9%	89.4%	84.6%
Year 7	89.9%	87.9%	89.9%	N/A
Total	90.1%	88.6%	90.5%	84.2%

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

Attendance comment

Attendance continues to be a priority at Salisbury Downs Primary School, with years Reception, Year 3 and 4 having an increase and the other year levels decreasing in attendance. Some students in those year levels with decreasing figures have the students with chronic non-attendance. The school has strong systems in place with daily automated messages sent to parents and carers of students who are absent. Class teachers personally communicate with parents and carers regarding absences via their seesaw app and making personal phone calls to families with 3 or more day's non-attendance. If no communication after the 3 days the student is referred to the Wellbeing Leader who will follow up with phone calls, attendance improvement plan meetings and home visits if students haven't been sighted for 10 days or more. For chronic non-attenders they are referred to the departments social worker for truancy, attendance and engagement with a CARL report completed outlining the effect of not attending school has on the child. The Wellbeing Leader worked alongside the ACEO and the Aboriginal Services Engagement Officer to support Aboriginal students with chronic non-attendance

Behaviour support comment

During 2022, we had a slight increase in the number of suspensions with 8 students suspended due to violence resulting in 12 suspensions. There was a decrease in the amount of students sent to the office where they are supported and educated with their behaviour, emotions and to help them self-regulate so they can return to class. The decrease is due to a whole-school consistent approach of our social and emotional program Play is the Way, Kimochois and our Building Blocks. The staff at Salisbury Downs Primary school continue to embed our school values, gratitude, a growth mindset and anti-bullying as a whole school focus. They work with all students to identify bullying and meanness and help them develop strategies to empower them to speak up, use their WITSS and be an upstander. The staff are committed to educating our primary year students around cyber-bullying, the effects it has and how to become responsible digital citizens.

Parent opinion survey summary

We had 60 responses to our Parent Engagement Survey in 2022. Salisbury Downs Primary School has once again had strong results. Parents believe that the school has a healthy school climate and culture and that people are respectful and our children are important. We strongly believe that a community that has shared understandings and support is an environment where students thrive both academically and socially. An area for focus will be to provide more help for parents to better support their children needs both at school and home, particularly in the area of the science of reading and number fluency. Parent comment also included a suggestion for electronic payment methods for the canteen which has now been organised for 2023.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	13.9%
NS - LEFT SA FOR NSW	3	8.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	27	75.0%
VI - LEFT SA FOR VIC	1	2.8%

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 is compliant with DfE requirements for screening of all workers and volunteers at the site. External providers such as speech and occupational therapists, and volunteers, who visit the school on an ongoing basis, are required to complete the Non DfE Service Provider documents including a copy of their current Working With Children Check (WWCC) and RHAN certificates. These are kept on file.

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	27
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	0.6	21.4	0.5	15.4
Persons	1	23	1	22

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

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$30,000
Parent Contributions	\$74,574
Fund Raising	\$14,863
Other	\$3,944,165

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	Training and development was provided to new staff in behaviour education to ensure consistency in practice across the school. Work began on a new model of authentic student voice through establishment of a student executive and student mentors. A whole school model for behaviour was also created with wave 1,2 and 3 strategies in place.	A model for student executive was established in preparation for 2023. A clear structure for staff has been established for students who require ongoing support and education for behaviours that interrupt teaching and learning or are unsafe. This has had a positive impact on student engagement in learning.
	Improved outcomes for students with an additional language or dialect	An EALD focus teacher supported targeted students through NAPLAN and reading data in 2022. The teacher worked in small groups with instruction closely aligned to the focus of the classroom.	Improved outcomes for the majority of EALD students in NAPLAN and PAT-R and Brightpath data.
	Inclusive Education Support Program	IESP grant was used to directly support those students who we were collecting data about there functional needs in preparation for an IESP application, particularly in reception. We also supported our speech and language program delivered by a specialist SSO and social and emotional programs for identified students with ASD, trauma and other difficulties.	Supporting these students has increased the engagement of these students in their learning and has assisted teachers to focus on other students in their class. We have been able support those students who have speech and language but do not meet IESP criteria.
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	Funds for Kuarna language in years 3 -7 were used for language and cultural awareness lessons.	Increased understanding of Aboriginal language and culture
Program funding for all students	Australian Curriculum	Funds were used to create a 0.4 Curriculum Leader to support teachers to deliver a guaranteed and viable curriculum. Funds were also used for teacher collaborative planning time.	The Units of work were introduced across the school with a focus on English and Maths. Further planning and deeper understanding of how to use the Units will follow in 2023
	Aboriginal languages programs Initiatives	Funds for Kuarna language in years 3 -7 were used for language and cultural awareness lessons.	Increased understanding of Aboriginal language and culture

Other discretionary funding	Better schools funding	Smaller class sizes and increased SSO support were funded for improved outcomes for all students. Purchase of new data analysis platform.	Class complexity lessened with less students and more opportunity for wave 2 intervention. Data informed Intervention processes streamlined to identify students not achieving SEA
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A