



# Stirling North Primary School

## Stirling North Primary School

### 2022 annual report to the community

Stirling North Primary School Number: 1481

Partnership: Port Augusta - Quorn

Signature

School principal:

Mr Adam Wilson

Governing council chair:

Alyce Baker

Date of endorsement:

7 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Stirling North Primary School had approximately 315 students enrolled throughout the year. Once again the impacts of COVID led to moments of online learning that we were well planned for. With 56 Aboriginal students enrolled we ensure that Aboriginal voice is well demonstrated through our ACEO, AET and ATSI Assistant Principal.

In 2022 we had 13 classes across Reception to Year 6 and offered Science, HPE and Art as the specialist subjects throughout the year. With the year 7 students moving to High school we had a reduction in enrolment pressure and even found ourselves with a spare shared common space for the JP students to use. We welcome 13 classes in 2022 and relish a new common space for classes to use.

Part way through the year we were able to reignite our passion for Student Voice and engagement as restrictions eased and students were able to visit places outside of the school and present to parent within our school. Whilst we will continue to have a strong Literacy and Numeracy focus, the passion to create larger engaging projects will be our focus in 2023.

## Governing council report

It has been my pleasure to serve as the Governing Council chairperson for the last two years. Firstly I would like to formally acknowledge the incredible effort all school staff have put in to the 2022 school year. The impact of COVID remained at the forefront with unprecedented staffing challenges across not only Stirling North Primary School but also Department wide. A huge thank you must be extended to all staff for the ways in which you supported each other and were able to provide continuity of learning for all students during the year despite all of the challenges you faced.

With the easing of restrictions towards the end of 2022 it has been wonderful to be able to recommence community events again, such as the Community BBQ at the end of Term 3, Sports Day, Colour Fun Run, and to have Family Variety Night back without capacity restrictions and well attended.

Throughout 2022 the Governing Council has been very active behind the scenes. We have looked in depth at how we can better support Aboriginal Education within the school and best support our Aboriginal and Torres Strait Islander students. A partnership has been formed with the Graham Polly Farmer Foundation through which ATSI students in Years 3-6 can access tutoring. We have explored data collected by the Aboriginal Education team, this data has shown significant growth in the literacy and numeracy achievement of our ATSI students. SNPS ATSI students are performing well above state and national standards and this data trend demonstrates our strong commitment to supporting the learning of our ATSI students.

We have supported the Grounds committee and community consultation group to develop a 3 year plan for improving the front of school, beyond and bike track areas of the grounds. The plans in place for 2023 look amazing and works will begin over the school holidays.

Another area of the school for which the governing council provides oversight is the school canteen. The canteen committee has been working incredibly hard behind the scenes to ensure that we are meeting nutritional guidelines, catering for our students needs and providing items which are suitable for students with food allergies. Many of you would have submitted your feedback about the canteen's menu via the canteen survey which was circulated earlier in the year, this has been used to inform the canteen staff & committee of what parents and students would like to see on the menu and new menu items will be implemented over the coming months. I would like to extend my gratitude to the members of the canteen committee for their commitment this year, and to Denise and our amazing volunteers for their work in the canteen. I would especially like to thank Kelly Versteeg for her contributions as the chairperson of the Canteen Committee.

Finally I would like to recognise the contributions of Principal Adam Wilson, Deputy Pricipal Tania Bailey, as well as each member of this year's Governing Council for their combined efforts and valuable contributions over this challenging year. Many of our meetings have been held over mixed modes due to COVID challenges and restrictions, but their flexibility and resilience have allowed us to continue to achieve so many of our goals and targets.

I look forward to continuing to work with the Council over the remainder of my term as chairperson and am excited for what the future holds for our school and school community.

Yours sincerely

Alyce Baker

Chairperson

Stirling North Primary School Governing Council

# Quality improvement planning

There were both successes and challenges on reflection of our Site Improvement plan. We were able to continue with the fantastic work in our early years regarding the teaching and intervention of Phonics. This hard work and dedication saw us achieve 61% of students meeting Standard at the Term 3 benchmark. I am pleased to say that the intervention that continued beyond that testing window allowed 76% of students to meet the benchmark by the end of the year.

We also achieved some great results with 92% of Reception students meeting the Phonological Awareness benchmark by the end of the year. This is our highest result to date with an extremely large cohort. All staff should be proud of both of these achievements.

I am also pleased that we completed some training on effective Comprehensions strategies with staff having a greater understanding of what to teach and ways to teach it. We created a comprehension scope and sequence which enables greater efficiency in what we teach as students move through the year levels.

And finally, in reference to Maths, we created a Numeracy intervention for our year 3-6 students. 19 hours per week was allocated to 30 students across these year levels to develop their numeracy understanding. We implemented a strategy, reviewed it and modified it several times to ensure that we can track students effectively and get the students who need this support in the program. Of the 26 students that completed the Maths intervention in Term 4, 85% made growth above what is expected for a Term. This will continue next year.

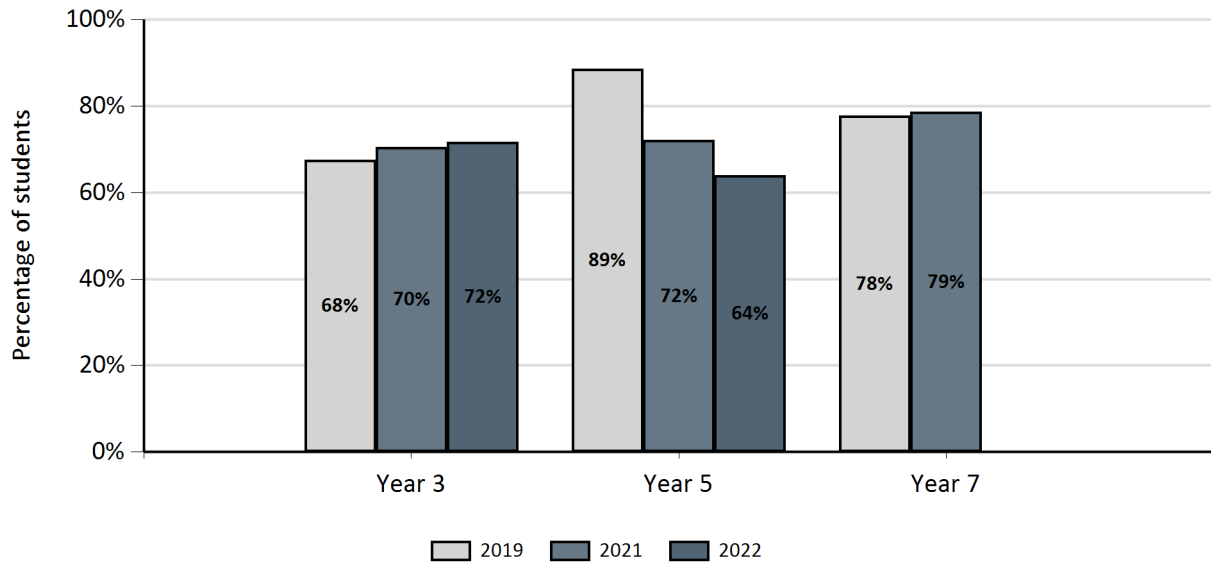
I am also pleased to say that our staff had a large say in revising and modifying our maths agreement that shows the structure and resources that will be used and adhered to in all Maths lessons next year. Teacher Agency in creating this document is important and I am confident that the level of Maths expertise in the lessons next year will be of a high standard.

# 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

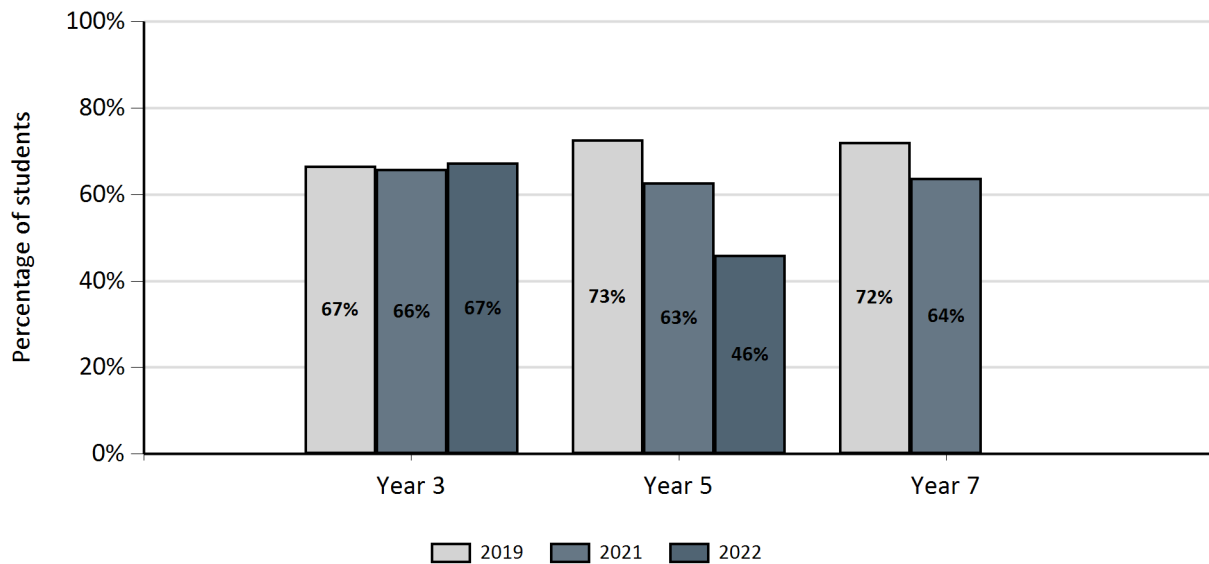


\*NOTE: No NAPLAN testing was conducted in 2020.

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	46	46	9	8	20%	17%
Year 03 2021-2022 Average	45.0	45.0	12.0	8.0	27%	18%
Year 05 2022	50	50	5	5	10%	10%
Year 05 2021-2022 Average	46.5	46.5	6.5	4.0	14%	9%
Year 07 2021-2022 Average	47.0	47.0	9.0	8.0	19%	17%

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

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

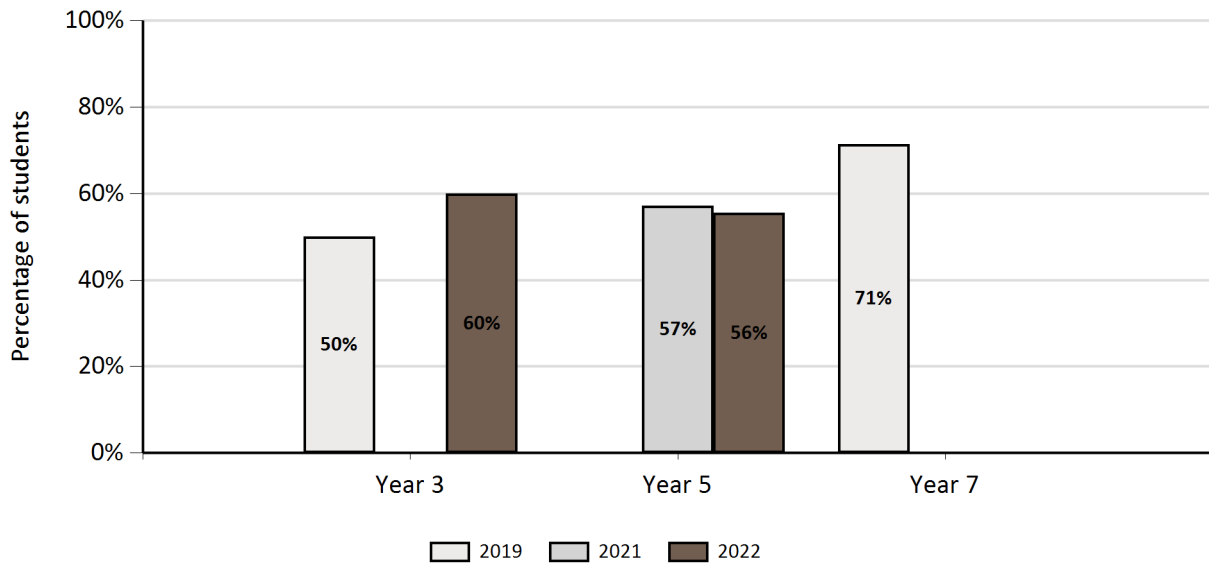
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



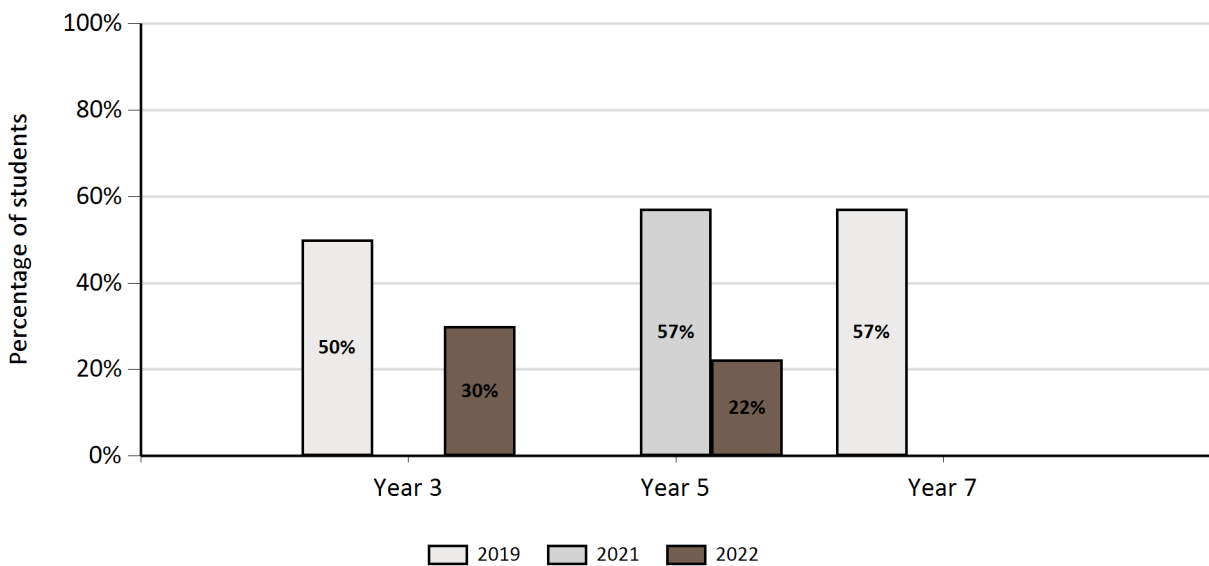
\*NOTE: No NAPLAN testing was conducted in 2020.

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	10	10	1	1	10%	10%
Year 03 2021-2022 Average	7.5	7.5	0.5	0.5	7%	7%
Year 05 2022	9	9	0	1	0%	11%
Year 05 2021-2022 Average	8.0	8.0	1.0	0.5	13%	6%
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: Quality Teaching

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

All staff participated in Cultural Awareness Training  
 ATSI data summary/report distributed to staff and Governing Council  
 Greater consistency of what is a 'good one plan'  
 Support provided for teachers to write and keep One Plans up to date and relevant to support Aboriginal learners  
 AET regularly maintained and updated all Aboriginal Learner's Literacy and Numeracy data  
 Regular meetings with ACEO, AET & AP to discuss data tracking. Information passed onto relevant teachers.  
 AET developing and working with SSO's to deliver targeted intervention for students

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

Aboriginal learners across the school have made some pleasing progress. All Reception students across the school met the foundation requirements for skill in Phonological Awareness and are building on their development of phonics and reading. In regard to Phonics, 7 ATSI students in years 1-3 who were involved in the intervention which saw students have 3 small group sessions per week with an SSO. All year 1 students involved made 100% or more growth in their phonics knowledge during their intervention period. Select ATSI Students in years 1-3 were also involved in APAS intervention to improve skills in Literacy. Student 'J' in Year 1 progressed 10 levels after being involved in both APAS intervention and Phonics intervention. Student 'L', who was new to the school also made progress of 11 RR levels through working with and SSO and individualised classroom reading goals. Students in Year 2 received regular intervention sessions with our ACEO to improve reading. Student 'P', and student 'D', started Year 2 as a level 3, and a level 6 and finished the year on a Level 10 and Level 16. Student 'H' in Year 3, who has a speech and language diagnosis also progressed 7 reading levels.

# School performance comment

We look at multiple measures to assess our performance and success. Our NAPLAN reading showed positive results, in particular year 3 reading. This is due to the ongoing work that we have been doing in early intervention Phonics and comprehension strategies in Junior Primary.

61% of students met the year 1 benchmark in Term 3 for Phonics. Whilst this is slightly lower than 2021 (63%) we are pleased with the results. 70% of students who accesses Phonics intervention started below 10 points with most students making considerable growth to be above or just below the 28 point standard.

Our Phon awareness results for 2022 showed that 92% of Reception students met what is expected for their age. This is the highest result on record and it is even more pleasing that this is for an extremely large cohort.

Student surveys were completed throughout the year to track and assess how well students know their Learning intention and Success criteria as well as their learning goals. 83% of students surveyed (137 students) could explain what their reading goal was. This meant that a good number of students knew what they needed to do to become a better reader.

Other school based results indicated that a staff survey found that teachers and SSOs were highly engaged in improving student outcomes and their own performance. We scored 94/100 which is well above the state average of 62. It is pleasing to see that we have created a culture of improvement and staff that want to work at SNPS. We will continue to work on that in 2023.

Moving forward we feel that the measures of success will continue to be Phonics, Phon Awareness, Student Goal data and NAPLAN. A Maths agreement has been created to align our teaching and create greater consistency across the school. This will improve our Numeracy NAPLAN scores. NAPLAN will also be held earlier this year and is to be covered in Term 1.



## Attendance

Year level	2019	2020	2021	2022
Reception	91.5%	90.9%	92.1%	87.6%
Year 1	89.8%	91.5%	91.8%	86.2%
Year 2	91.0%	91.1%	89.0%	86.5%
Year 3	90.1%	92.2%	90.7%	86.1%
Year 4	93.5%	89.4%	89.8%	86.2%
Year 5	90.6%	90.4%	89.4%	85.6%
Year 6	90.5%	88.8%	91.4%	83.7%
Year 7	90.0%	89.4%	87.8%	N/A
Total	90.9%	90.5%	90.2%	86.0%

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

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

## Attendance comment

Attendance processes remain in place however due to COVID, the protocol regarding students attending school have changed. We have seen a slight decline in attendance to 86.9% from 89.1% and this is due to school promoting students not attending while unwell.

## Behaviour support comment

We continue to demonstrate positive results with our behaviour data. Teaching personal and social skills is imperative and continues to be a focus for our school. whilst we had 26 suspensions last year (5 more than 2021) we had 261 less behaviour incidents than 2021. 4.2% of our students received a suspension which is less than the Department average of 6.2%.

## Parent opinion survey summary

98 parents responded to the survey. in summary we were really pleased with most areas surveyed returning positive results. Some of the pleasing areas from the survey were:

- 93% of parents surveyed stated that teachers and students are respectful
- 83% of parents surveyed stated that they help their child to learn
- 100% of parents surveyed stated that they feel that education is important

Whilst 81% of parents stated that they were happy with the communication home, this is down from 87% from the previous year. We are hoping that lifting COVID restrictions and having parents welcome in classes in 2023 will alleviate this and improve parent perception.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	12.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	68.8%
WA - LEFT SA FOR WA	3	18.8%

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

All volunteers need to report to the business manager and a DCSI clearance is started for the volunteer to complete at home. Once the certificate is completed and cited by the business manager, it is recorded in a school register and the volunteer is clear to commence assisting the school. All volunteers have this clearance completed. Staff cannot begin employment without the DCSI 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	34
Post Graduate Qualifications	4

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	23.0	1.0	15.1
Persons	0	25	1	22

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

## Financial statement

Funding Source	Amount
Grants: State	\$4,024,730
Grants: Commonwealth	\$0
Parent Contributions	\$91,022
Fund Raising	\$1,745
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	Funding is allocated for Pastoral care and wellbeing intervention. 30 students received wellbeing intervention by the Wellbeing Assistant Principals and the Pastoral Care Worker. Intervention plans are created for all students and their progress is tracked throughout the year. This information is then used to possibly attract more funding.	Our behaviour data demonstrated 261 less incidents than 2021 with only 4.2% of our students receiving a suspension and 3% of students receiving a Take Home
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	We allocated over \$100,000 on student support who meet the criteria to access the IESP grant. This includes Phonics intervention, 6 additional lessons per class for teachers to plan intervention strategies, Speech programs for 7 students and Phon awareness intervention for Reception students. Out IESP grant is \$59,000.	23% of Year 1 students met the Phonics benchmark at the start of the year. 70% met the benchmark at the end of the year with 70% of all students attending Phonics intervention. 92% of Reception student met the Phon awareness benchmark by the end of the year.
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	Some of our early Years support funding was allocated to teachers to provide them with additional release every week. Teachers use this time to write intervention plans for students and plan in teams. Reception teachers were provided with further additional release where they team taught and provided Maths intervention for their students. They created a base line test and developed students' number.	N/A
Program funding for all students	Australian Curriculum	N/A	N/A
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Better schools funding makes up only a small percentage of funding that is used for year 3 -5 Maths Intervention. Year 3-5 classes assessed students and 25 students were identified to receive Maths intervention, in particular Number and Place Value. Students received targeted intervention 3 times per week.	72% of students who received Maths intervention improved from pre and post assessment more than what was expected.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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