



Playford

Primary School

excellence & empowerment

Playford Primary School

2022 annual report to the community

Playford Primary School Number: 1879

Partnership: Uleybury

Signature

School principal:

Mr Jason Sheehy

Governing council chair:

Aleisha Gebert

Date of endorsement:

22 February 2023



Government
of South Australia
Department for Education

Context and highlights

Playford Primary School is a large public school education site, set in the northern suburbs of Adelaide. It is located 27 kilometres from Adelaide CBD. Playford Primary School was opened on 23rd January 1997 and is a shared Campus with Catherine McAuley Catholic School.

Playford Primary School has an enrolment of 550 students. The school is currently classified as Category 4 on the DfE Index of Disadvantage. The school population includes 29 (5.2%) Aboriginal Students, 82 (14.9%) students with Disabilities, 76 (13.8%)

students with English as an Additional Language or Dialect (EALD), and 8 students (1.4%) Children in Care. There are 35.8% of students eligible for School Card assistance (197 students).

School Highlights included:

Continued COVID-19 adaptations including online learning for the first two weeks of school for 3-6 students.

Years R – 5 students attended Swimming Lessons at the Aquadome for a week.

A cohort of senior students participated in the Northern Music Festival Choir.

District SAPSASA carnivals - over 100 students from Year 5 – 6 participated in Summer or Winter Carnivals.

Parent / Staff / Student Acquaintance Night was held online.

Year 6 Camp to Arbury Park

The Smith Family continued to provide a Learning Club / Homework club for interested students on Wednesday Nights.

Several successful fundraising events were held; Casual Clothes Days, Mothers Day and Fathers Day stalls, Easter raffle and Sports Day BBQ.

Year 6 Aquatics

A large number of students completed the Premier's Reading Challenge.

A very successful Sports Day was conducted in Term 3, where we were able to welcome back parents after a few years absence.

Campus Remembrance Day Assembly showcased the school's support for our Defence families.

Year 6 and ATSI Graduations.

Introduction of the second JP special class.

Establishment of the Stephanie Alexander Kitchen Garden across all R-6 classes.

Junior Primary Christmas Concert

Governing council report

Welcome everyone to the 2023 AGM. Thank you to everyone that is attending tonight's meeting and for attending our regular meetings throughout the year. This is the first year that I have taken the role of Chairperson. Previously I have been part of the finance, canteen, and fundraising committees. I have been part of the Governing Council since 2018 and have seen many new faces, as well as seeing some of our long-term members retire as their children move on to high school. This year, has again, been a challenge for the school community thanks to COVID. With less active cases in the school community and only a little disruption due to COVID, this year has seen the return to more pre-COVID days. The year was started as 'working from home' briefly, and a few year groups needed to take a few days off during the year to stop the spread. We eventually were able to have volunteers back on site and welcome parents back to the classroom, and to the annual sports day. This year was my first experience with a child going away for SAPSASA.

While he had immense fun, he came home severely sunburnt. Lesson learnt; I need to make sure I always pack sunscreen. One huge change that happened in the school grounds this year, was the completion of the Stephanie Alexander Kitchen Garden. Children have all had lessons in the new kitchen and we have had the pleasure of making "Healthy Pizza" at home. We occasionally go up to the kitchen garden in the morning to see what is being grown, what's ready to be picked, and work out what the vegetable is. It was kohlrabi. It will be nice for the children to be able to gather eggs and care for the school's own chickens in the future. After the children's enquiry and fundraising committees' efforts (both current and prior years), we hope to see some new play equipment in the grounds this year as well. I hope next year is a return to normality for the most part, and there is little disruption to the school year. With my children in Years 5, 2 and reception, I hope to be an active part of the school community for a number of years to come.

Quality improvement planning

75% of Year 1 students (47 out of 62) will reach phonics benchmark - 75% of Year 1 students reached phonics benchmark - we reached the target.

20% of Reception students (11 out of 54) to achieve working beyond in English for their end of year report - 15% of Reception students achieved B grade or better, missed target by 5%.

23% of year 1 students (14 out of 62) to achieve B grade or better in English for their end of year report - 12% of Year 1 students achieved B grade or better, missed target by 11%

29% of year 2 students (20 out of 70) to achieve B grade or better in English for their end of year report - 9% of Year 2 students achieved B grade or better, missed target by 20%

16% of year 3 students (15 out of 94) to achieve B grade or better in English for their end of year report - 19% of Year 3 students achieved B grade or better, exceeded target by 3%

21% of year 4 students (20 out of 96) to achieve B grade or better in English for their end of year report - 14% of Year 4 students achieved B grade or better, missed target by 7%

20% of year 5 students (16 out of 78) to achieve B grade or better in English for their end of year report - 26% of Year 5 students achieved B grade or better, exceeded target by 6%

18% of year 6 students (16 out of 88) to achieve B grade or better in English for their end of year report. - 28% of Year 6 students achieved B grade or better, exceeded by 10%

20% of Reception students (10 out of 52) to achieve working beyond in Maths for their end of year report - 15% of Reception students achieved B grade or better, missed target by 5%.

23% of year 1 students (14 out of 62) to achieve B grade or better in Maths for their end of year report - 13% of Year 1 students achieved B grade or better, missed target by 10%

23% of year 2 students (16 out of 70) to achieve B grade or better in Maths for their end of year report - 5% of Year 2 students achieved B grade or better, missed target by 18%

16% of year 3 students (15 out of 94) to achieve B grade or better in Maths for their end of year report - 22% of Year 3 students achieved B grade or better, exceeded target by 6%

31% of year 4 students (30 out of 96) to achieve B grade or better in Maths for their end of year report - 24% of Year 4 students achieved B grade or better, missed target by 7%

18.5% of year 5 students (15 out of 78) to achieve B grade or better in Maths for their end of year report - 27% of Year 5 students achieved B grade or better, exceeded target by 8.5%

27% of year 6 students (24 out of 88) to achieve B grade or better in Maths for their end of year report - 26% of Year 6 students achieved B grade or better, missed target by 1%

During our work on the SIP during Pupil Free Day we discovered that some teachers were unsure of the language used within the COP and SC. As a result, we are simplifying the language used within the COP and SC to ensure it is understood by all.

Next steps:

Getting consistency across the entire site with actions.

Consistency in how assessments are administered in InitialLit.

We have identified that writing needs to be a strong focus moving forward.

Develop a scope and sequence for spelling, syntax and grammar and writing.

Develop student skill to set own learning goals in consultation with the teacher.

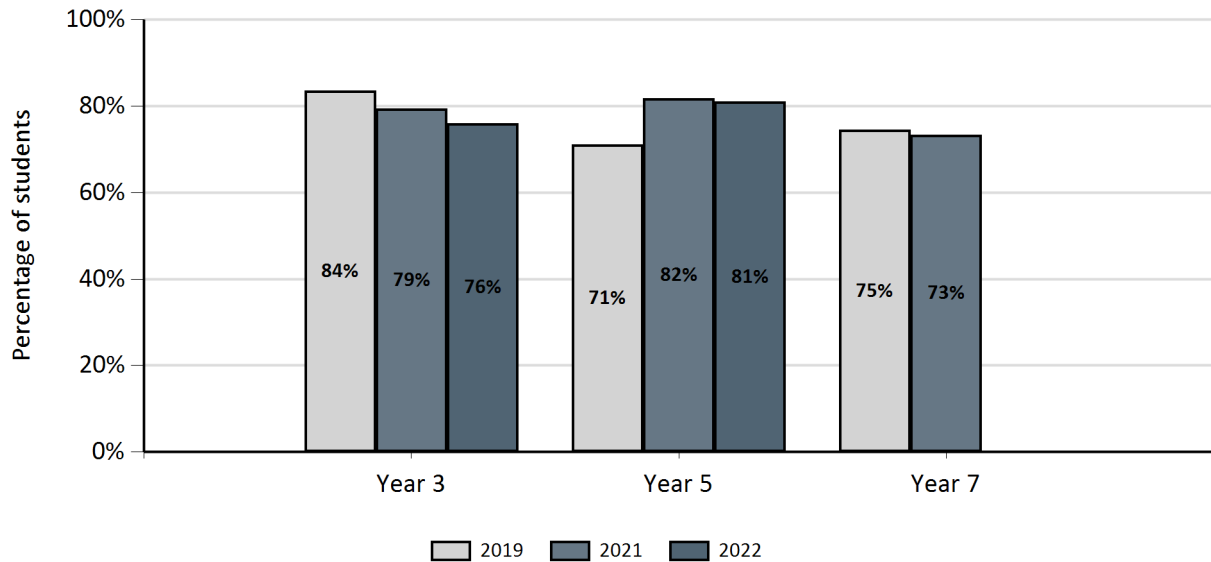
Develop whole school curriculum mapping to ensure consistency from year level to year level.

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

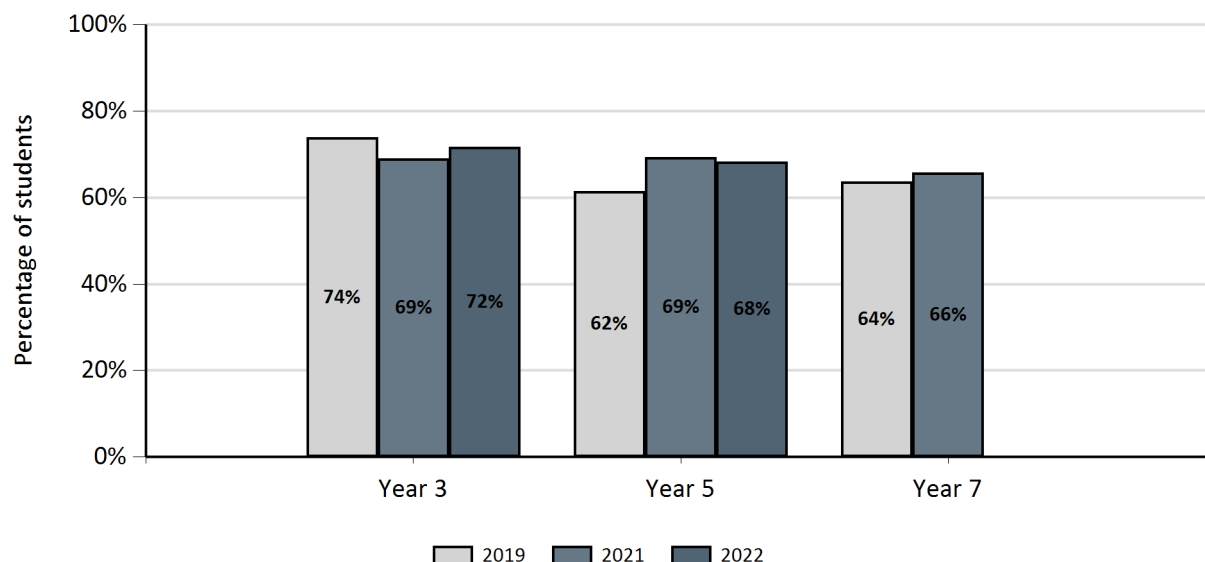


*NOTE: No NAPLAN testing was conducted in 2020.

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	92	92	29	15	32%	16%
Year 03 2021-2022 Average	94.5	94.5	31.5	15.0	33%	16%
Year 05 2022	79	79	15	5	19%	6%
Year 05 2021-2022 Average	83.5	83.5	15.5	6.5	19%	8%
Year 07 2021-2022 Average	79.0	79.0	7.0	11.0	9%	14%

*NOTE: No NAPLAN testing was conducted in 2020.

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

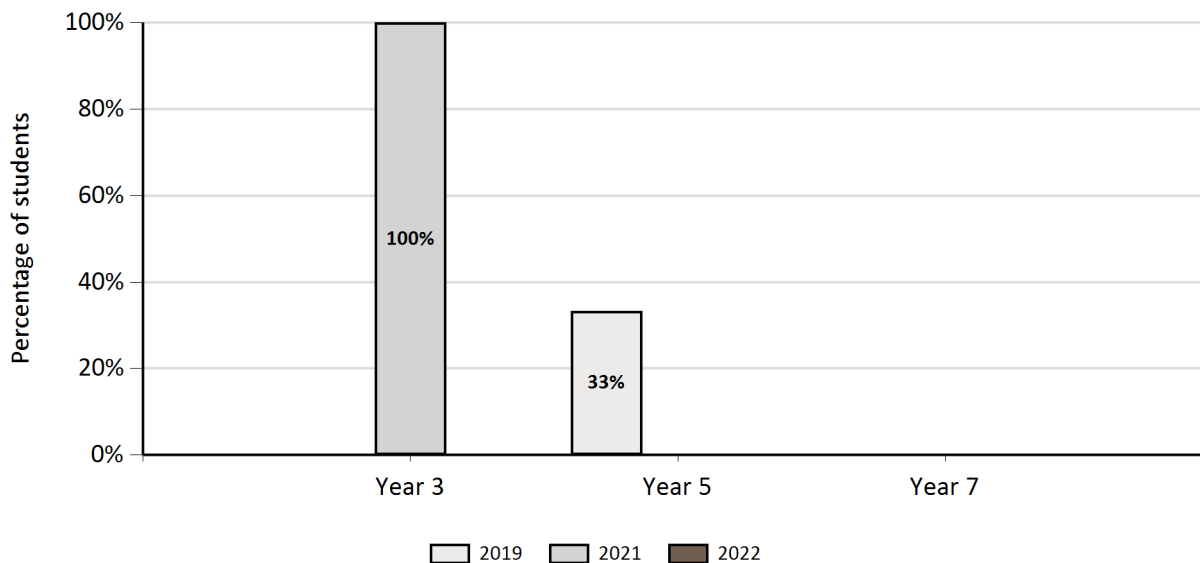
[^]includes absent and withdrawn students.

*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



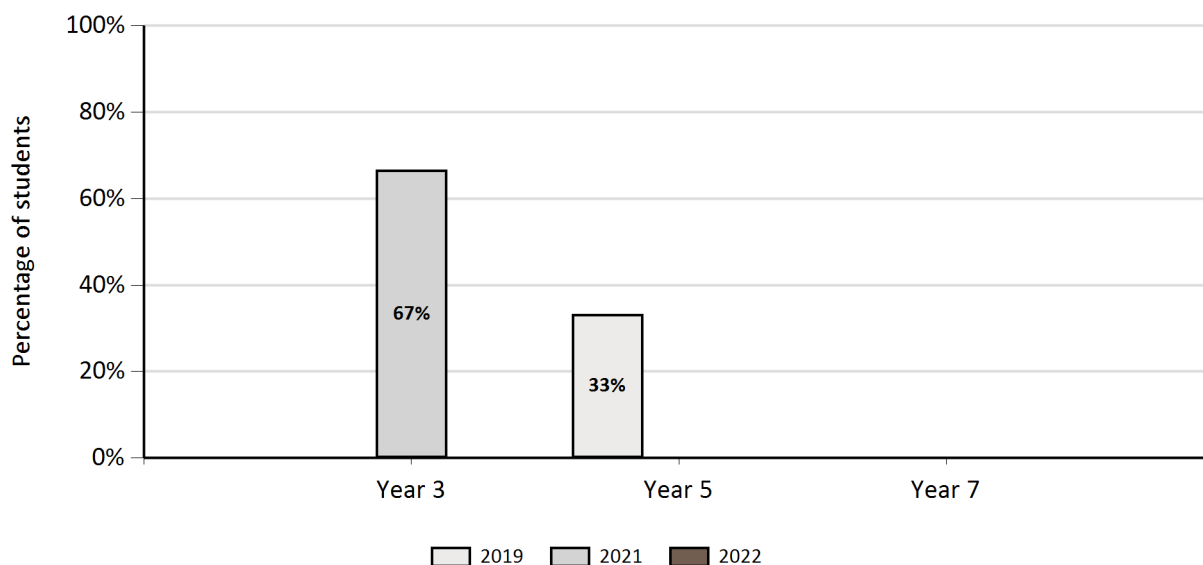
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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: Tracking & Monitoring

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

Stronger emphasis on tracking and monitoring of Aboriginal learners attendance. Attendance being monitored by ACEO, class teacher, AET and communicated to Wellbeing Leader for further follow up. ACEO building stronger connections with Aboriginal families, providing support and assistance when necessary, to ensure attendance is on track. As a result, Aboriginal learners attendance has improved, which has a direct link to student achievement. This year, our Aboriginal Education Teacher has used student progress data (PAT / NAPLAN and Running Records) for our Aboriginal learners to intentionally plan and target interventions to fill areas of development.

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

The role of the AET in 2022, had a predominant focus on Reading Comprehension this year. Utilizing both small group and individual instruction. The focus was on having students read passages of writing, identifying unknown vocabulary, predicting, working on some text to self activities and unpacking the characters through a focus on quality literature (texts). There were a number of Aboriginal Learners that made significant progress throughout 2022 in their PAT testing. Student A - Female - Year 5 - showed significant improvement in PAT M and R. She had previously sat a test, two year below her year level and this year, achieved above SEA at her own year level. Student B - Male - Year 4 - made significant growth in his reading of 25 scale score points from last year. Student C - Female - Year 4 - made 14 points growth in PAT M compared to 2021. Student D - Female - Year 4 - made 22 growth points in PAT R (was previously below SEA) but now is above SEA in reading and in maths.

School performance comment

PLC involvement by teaching staff over a 2 year period with a focus on teaching through problem solving, implementation of number talks, and ensuring reasoning is incorporated in math lessons. This was significantly impacted by COVID and a dire lack of TRTs, resulting in the PLCS running intermittently over 3 terms, instead of 1 term.

Staff meetings with a professional focus on launching and problem solving tasks, allowing for productive struggle and having students explain their thinking.

Implemented effective, targeted programs for identified students - Mini Lit, Macq Lit, Speech and Language and Vocabulary inferencing.

Initialit maintained in R-2 classes

Years 3-6 have focused on Reading Comprehension and Vocabulary and the use of assessments to design targeted classroom intervention for struggling readers (DiRT)

Years 3-6 classes designed reading instruction that incorporated reciprocal reading / guided reading as well as explicit vocabulary instruction.

A-E Performance for English

75% of Year 1 students reached phonics benchmark, we reached the target.

15% of Reception students achieved B grade or better, missed target by 5%.

12% of Year 1 students achieved B grade or better, missed target by 11%

9% of Year 2 students achieved B grade or better, missed target by 20%

19% of Year 3 students achieved B grade or better, exceeded target by 3%

14% of Year 4 students achieved B grade or better, missed target by 7%

26% of Year 5 students achieved B grade or better, exceeded target by 6%

28% of Year 6 students achieved B grade or better, exceeded by 10%

A-E Performance for Maths

15% of Reception students achieved B grade or better, missed target by 5%.

13% of Year 1 students achieved B grade or better, missed target by 10%

5% of Year 2 students achieved B grade or better, missed target by 18%

22% of Year 3 students achieved B grade or better, exceeded target by 6%

24% of Year 4 students achieved B grade or better, missed target by 7%

27% of Year 5 students achieved B grade or better, exceeded target by 8.5%

26% of Year 6 students achieved B grade or better, missed target by 1%

Attendance

Year level	2019	2020	2021	2022
Reception	89.8%	86.2%	88.7%	82.7%
Year 1	92.7%	86.2%	90.5%	82.1%
Year 2	92.2%	87.0%	91.6%	85.4%
Year 3	91.6%	86.7%	90.2%	86.2%
Year 4	92.8%	87.3%	90.8%	80.8%
Year 5	92.8%	88.5%	90.6%	82.8%
Year 6	91.4%	85.3%	91.0%	83.9%
Year 7	91.3%	85.1%	86.9%	N/A
Primary Other	N/A	N/A	86.0%	74.2%
Total	91.8%	86.5%	90.1%	83.3%

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

Attendance comment

Monitoring of any attendance concerns has continually been addressed. Text messages and telephone calls to families enabled the school to monitor attendance across R- 6. There has however been a noticeable decline in student attendance as a ripple effect of COVID 19. A number of families have been referred to the attendance officer. All unexplained student absences were followed up with parents / caregivers. Improved attendance and engagement will continue to be a focus in 2023. The 2023 focus will be to decrease the number of students identified as chronic non attenders.

Behaviour support comment

A continued focus on the school ethos including constant reinforcement of the school values and maintaining a social skills focus across the school community.
 Explicit teaching of personal and school processes for dealing with bullying or incidents occurring in 'Launching into Learning' and reviewed throughout the year as needed.
 Maintaining the Interception room (The Nest) for students to access individually and in small groups. The NEST students have developed regulation scales.
 Continually upskilling staff in implementing Interception activities in classrooms, to develop students' self regulation skills / strategies.
 Whole School Behaviour reform will continue to be a focus in 2023.

Parent opinion survey summary

Overall, parent satisfaction seemed high.

66% of parents identified that they received sufficient communication from the school.

74% of parents felt that both teachers and students are respectful

70% of parents indicated what standard for work the school

expects of their child – an increase of 5% from the previous survey

91% of our parent body feel that education is important

90% of parents felt that the school talks with their child about their learning

68% of parents feels that their child receives useful feedback – an increase of 2%

52% of parents indicated they would like more help from the school about their child's learning. This is nearly a 30% decrease on the previous survey as the school has attempted to make this a focus area in 2022.

50% of parents feel that they do not receive tips to support their children's learning – an increase of 18% from the previous survey. Parent workshops will be facilitated in 2023 (COVID permitting) to better equip parents with strategies to best support their children.

74% of parents felt they were encouraged to help their children learn

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	12.1%
NS - LEFT SA FOR NSW	1	3.0%
OV - LEFT SA FOR OVERSEAS	3	9.1%
QL - LEFT SA FOR QLD	2	6.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	23	69.7%

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

Volunteers are required to undertake a Working with Children screening and attend a Volunteer Workshop that covers Responding to Risks of Harm, Abuse and Neglect Training, Work Health & Safety and general information pertaining to the roles and responsibilities of being a volunteer at Playford Primary School. Records of volunteers who have completed the workshop and Working with Children checks are updated and recorded by the Work Health and Safety Officer regularly. Volunteers throughout 2022 continued to be restricted due to COVID-19 for the majority of the school year.

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	68
Post Graduate Qualifications	19

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	1.0	44.4	0.6	21.6
Persons	1	49	1	35

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

Financial statement

Funding Source	Amount
Grants: State	\$5,715,023
Grants: Commonwealth	\$51,665
Parent Contributions	\$127,251
Fund Raising	\$19,553
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 was used to employ a wellbeing leader who focused on self regulation activities for students, improving attendance and implementing Berry Street training to whole staff. The school funded an SSO to run 'The Nest' - our interoception room.	Students were able to better self regulate and resume their learning which resulted in more students spending more time in class, engaging in their learning.
	Improved outcomes for students with an additional language or dialect	Funding was used to employ an EALD teacher who worked with small groups and individual students who had been identified as requiring additional supports.	46 students from Non-English speaking backgrounds were supported through our EALD withdrawal programmes, targeting speaking, listening, reading and writing. Small groups ranged in size from 2 to 7. It was pleasing to see that students, on average, improved in their PAT reading scores by over 10 points, with year 2 students demonstrating an average improvement of 30 points. One year 2 student improved by nearly 40 points. Students also demonstrated improvement in their LEAP (Learning English: Achievement and Proficiency) levels. Half of the students improved by 1 level, whilst approximately 35% improved by 2 or more levels.
	Inclusive Education Support Program	IESP funds were used to employ SSOs to work directly with students who had a category of funding. We ran relevant intervention programs to best support students in either academic growth or for behaviour support.	The majority of students demonstrated academic improvement through Literacy or Numeracy support in class as a direct result of this funding. Students were more engaged and better able to self regulate to return to their learning.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>English and Mathematics were SIP priorities and a strong focus of our work.</p> <p>The AET funding was used to employ a teacher to work with our Aboriginal learners both in and outside of the classroom.</p> <p>Literacy and Numeracy monies were used to employ SSOs, to support in class with student learning in Literacy and Numeracy blocks.</p>	<p>SSOs supported students in class with their Literacy and Numeracy acquisition.</p> <p>The AET focused on reading comprehension with identified Aboriginal learners.</p> <p>IESP monies were expended by employing SSOs to work with students with a category of funding, to provide targeted intervention.</p>

Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to support the Training and Development program as well as site led PLCs, for teachers and the purchase of associated resources to accompany the training.	Training and Development provided for teachers in Literacy and Numeracy aligned to the SIP. Unfortunately a dire shortage of TRTs in 2022 impacted on the intentional work that we had hoped to achieve in the PLCs so a more creative approach will be fostered in 2023 to ensure that we can provide the relevant research based practices to enhance student growth.
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	The Better Schools Funding (Better Schools, Low SES, ATSI) was used to employ SSOs across all classes in key learning times (Literacy and Numeracy blocks) to support all learners.	SSOs deployed for individual and small group explicit instruction in areas identified by classroom teachers. Part of this role, was also to support student wellbeing and assist students to code switch and re-engage in their learning. We noted a significant decrease in leadership calls from staff requiring behavioral support for individual students, as ancillary staff were able to redirect students back on to their learning.
	Specialist school reporting (as required)	Not Applicable	Not Applicable
	Improved outcomes for gifted students	Not Applicable	Not Applicable