

STURT STREET COMMUNITY SCHOOL

Sturt Street Community School

2021 annual report to the community

Sturt Street Community School Number: 1881

Partnership: Adelaide - Prospect

Signature

School principal:

Mr Darrin Briggs

Governing council chair:

Ben Taylor

Date of endorsement:

28 March 2022



Government
of South Australia
Department for Education

Context and highlights

Sturt Street Community School is a unique Birth to Year 7 site situated in the South West sector of the Adelaide CBD. The school caters for the needs of families who live, work or study in the Adelaide CBD as well as being a school of choice with families attending from 64 suburbs. Sturt Street Community School has a proud history and is underpinned by strong community partnerships that promote a family atmosphere. The heritage site has been carefully designed with learning areas adjacent to each other to assist children in making a smooth transition from the Early Learning Centre, to Preschool, School and Out of School Hours Care. Recognition as a Children's Centre for Early Childhood Development has paved the way for developing stronger community partnerships with the Adelaide City Council and health and family support services. Cultural diversity is a feature of the school's proud past and present history where children identify with more than 30 cultural backgrounds. Specialist subject areas include the teaching of Greek language and culture, visual arts, physical education, and instrumental music. Sturt Street Community School is accredited to deliver an International Student program and the site is also used by the Greek and German language schools on the weekend. Prior to the Covid 19 pandemic Adelaide CBD was experiencing strong growth and the school was at student capacity. Over the past 2 years Covid 19 has affected the growth and working life of the city and our student numbers have been fluid with the coming and goings of families. We believe this trend will continue into 2022 as the borders reopen. This year also marks the transition of Year 7 students to High School starting in 2022. At the end of this year, we will lose a double cohort of year levels as both our Year 6 and 7 classes graduate. Leadership has been preparing for this move and whilst we will be losing students and a year level staff numbers will not be affected. In another disrupted and uncertain year, the school continued as a priority to provide a sense of normality and a 'safe place to be' for our students. Providing continuity of learning for students, both at school and at home and keeping them connected to each other and the school, kept community spirit and engagement high during an anxious time. Whilst unable to hold many events in 2021 due to restrictions opportunities arose to experience others.

- School Choir performed at the Festival of Music Concert held at the Entertainment Centre
- Instrumental music students and the school band continued performances
- Book Week Celebration - School parade across front of the school.
- Year 6 /7 Camp -Swan Reach - Illawonga

Governing council report

As Chair of Governing Council at Sturt Street Community School and Children's Centre, I am pleased to report on our 2021 achievements. As parents, community members, teachers and staff who make up the elected governing body of the birth to Year 7 site, Council supports the school leadership to continue to foster an inclusive & supportive learning environment, while ensuring governance, oversight, and compliance duties are fulfilled.

2021 was the last year of Year 7 being part of Primary education, and we were delighted to see our double cohort of Years 6 and 7 graduate. With change comes some uncertainty, as some of the implications of this change are still unclear, and being worked through.

A highlight of 2021 was the return of a limited capability to hold events and attend excursions enabling students to explore and enjoy the CBD as a valued learning environment. The school musical went ahead held as a community event at the school, and was an event the students worked hard on, and were rightfully proud of.

2021 was another good year for financial performance. Stable grant income and good cost control led to an improved bottom line. These funding streams were handled with strong financial management, quality assurance, and reporting, and continued to meet Department of Education compliance requirements. This year saw improvements of internal financial reporting, which further contributed to our strong performance.

We are looking forward to 2022, including developing the next medium-term Site Improvement Plan which will see an emphasis on Maths and Reading. We hope this year will see more opportunities for children to participate in more events and activities in a safe and healthy way.

On behalf of the Governing Council I would like to express our sincere thanks and gratitude for all those who taught, supported, led, or volunteered at Sturt Street Community School in 2021.

In addition, we express our thanks to retiring Governing Council members, Kelle Renshaw, Kathryn Clark, Laszlo Ghillanyi, and Lucy Hood. We appreciate your generosity in sharing your valuable time. I will also be resigning this year, and thank Darrin, the leadership team, and Sturt Street Community School for all the work they do to support the education of our children and young people.

Quality improvement planning

This was the third year of a new DfE 3-year Site Improvement Plan process. Our SIP includes a concentration on two goals with a number of focused actions and the following Challenge of Practice. Goal1: Increase student achievement in Writing R-7 including identified Higher Band Students. Challenge of Practice: "If we develop each teacher's knowledge and capacity to provide rigorous assessment, moderation and feedback to students in their writing progress then we will improve achievement." Goal 2: Increase student achievement in mathematics R-7. Challenge of Practice: "If we develop each teacher's capability to explicitly teach number through collaborative guided inquiry and problem-solving tasks then we will increase student's achievement in mathematics." The schools self-review processes are continuous throughout the year and involve the collection and analysis of multiple measures of data including perception data, learner achievement, demographic and process data. Established Professional Learning Teams meet twice termly to share and discuss our actions focusing on Learning Designs, Moderation, Assessment and High Band Student Achievement.

Following our External School Review in 2020 which highlighted student achievement and our successful implementation of Goal1: Increase student achievement in Writing R-7 there was a strong switch of focus and a greater emphasis in 2021 towards actions outlined in our SIP associated with Goal 2: Increase student achievement in mathematics R-7. Collectively we are working towards a whole-school approach that builds capacity of teachers in numeracy with a focus on the teaching and assessment of number with an emphasis on problem solving. In school workshops were held with presenters from the Primary Maths Association. Class teachers were again released for 2x45mins twice termly with Mathematics Coach Lisa-Jane O'Connor. Lisa worked firstly coaching in the classroom, followed by professional conversations on developing a Guaranteed and Viable Mathematics Curriculum, number sense and the investigation of Problem-Solving Investigations. Teachers used numeracy learning cycle templates in PLC's and were also released termly for Peer Mathematic lesson observation and targeted feedback. Excellent results were recorded across all our SIP Literacy and Mathematic targets.

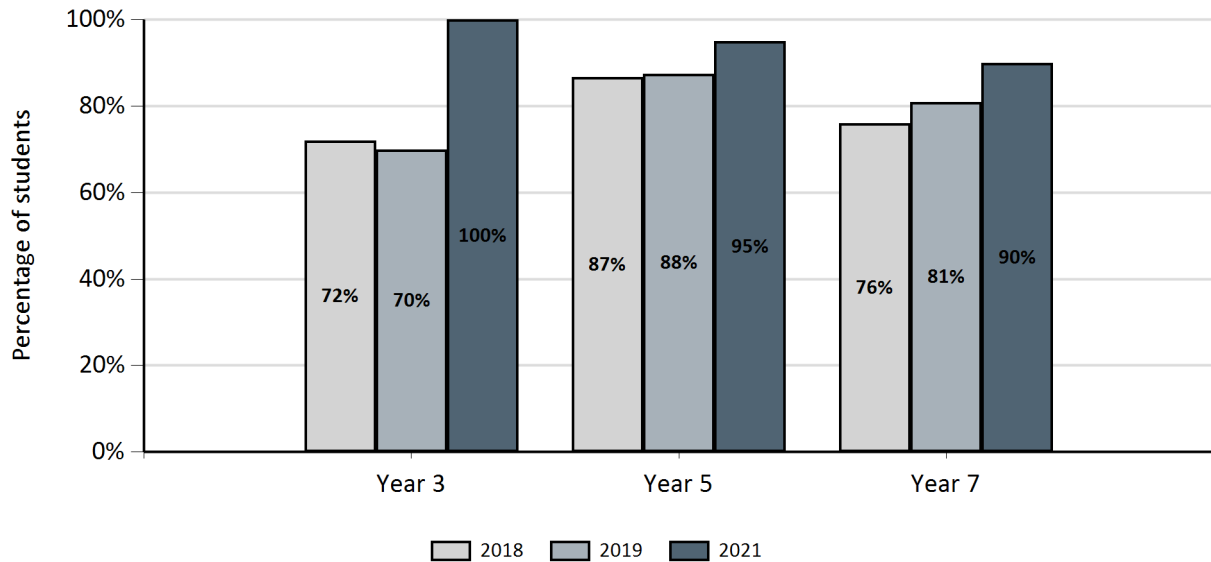
In term 4 staff spent a day collaborating on the development of our next 3 year Site Improvement Plan (2022-2024). In the morning staff analyzed and discussed an extensive array of student data sets (NAPLAN, ACER PAT, Lexiles, Running Records, phonics screening) to inform curriculum needs and agree on future directions. In the afternoon staff concentrated on collaboratively writing goals, challenges of practice and actions associated with the Site Improvement Plan 2022-2024.

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

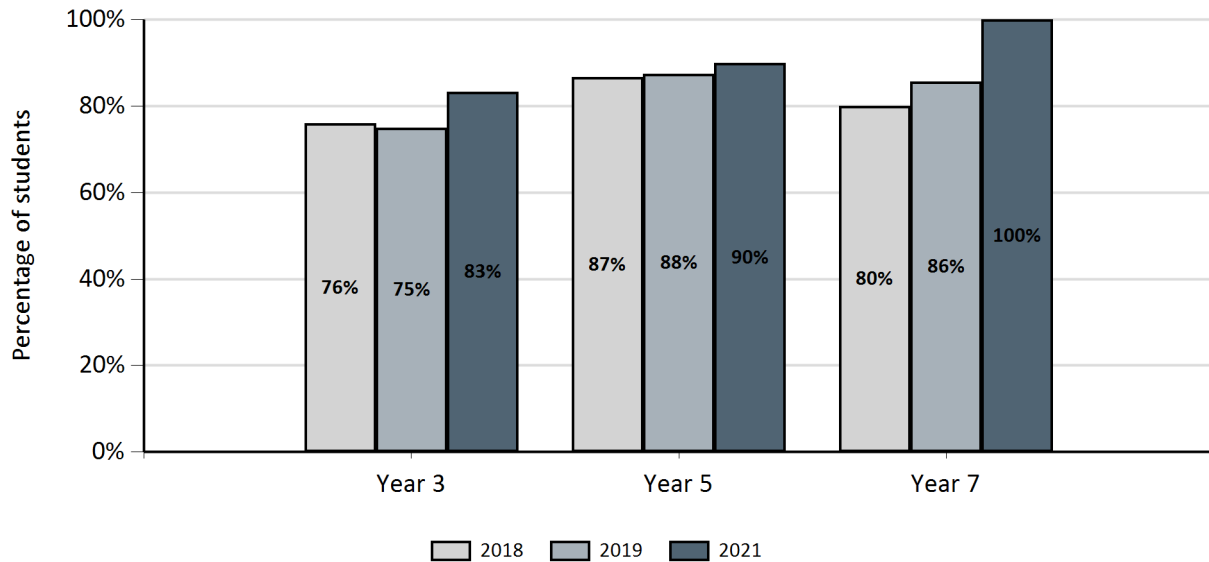


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	41%	53%	33%
Middle progress group	35%	35%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	47%	47%	33%
Middle progress group	41%	41%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 3 2021	24	24	19	7	79%	29%
Year 3 2019-2021 Average	22.0	22.0	15.5	6.5	70%	30%
Year 5 2021	20	20	9	4	45%	20%
Year 5 2019-2021 Average	22.0	22.0	10.0	6.5	45%	30%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Intervention & Support

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

All Aboriginal students have a One-plan. They are involved in the implementation in which they share their perspectives - strengths, interest, motivations, and aspirations. They are encouraged and supported to identify personal goals, barriers and direct their own learning including: What do I need to learn? How will I learn it? What will I use to develop my understanding? How does this apply to other learning situations? We then put the necessary supports/interventions and SMART goals in place and continually track their learning. Parents are involved and contribute to the individual goals to best support their child's learning.

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

Our current small cohort of 4 Aboriginal learners have been supported in class and in small groups throughout the year. These students have achieved good results and are making academic progress in literacy and numeracy.

School performance comment

Due to the Covid 19 pandemic, NAPLAN in 2020 across Australia was cancelled for Years 3,5,7,9. In 2021 NAPLAN was undertaken online across Australia except for Year 3 Writing. Whilst this section relates directly to data from NAPLAN as a site all teachers routinely triangulate data provided by other rich achievement data sets including analysis of achievement data from Running Records and PAT-Reading / PAT-Math's data alongside A-E data and "teachers perception". All staff track, monitor and analyse student progress and achievement data for literacy and mathematics to gain a deeper knowledge of student achievement and understanding. Sturt Street falls into the smaller school cohorts of students that make data analysis statistically difficult. As a school that has low number of students eligible to sit diagnostic tests in each year level, small changes in the number of our students can cause large changes in the percentages shown. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. Our School Performance Score of 0.71 has increased to be over the Department for Education 10 year 2031 aspirational goal for the system which is an excellent result which needs to be acknowledged and celebrated.

Analysis of data demonstrates solid growth in student achievement which is at or above what would be reasonably expected compared to like schools. The schools data aligned against our targeted Site Improvement Plan areas clearly demonstrates improving performance and effectiveness and is strengthening existing practice by involving all staff in the cycle of school improvement.

Targets- Goal 1 Writing

- Year 3 35% of total students in the higher bands (9 students) Actuals Year 3, 15 Students (63%) Exceeded Target
- Year 5 30% in the Higher Bands (7 Students) Actuals Year 5, 11 Students (55%) Exceeded Target
- Year 7 41% of students in the higher Bands (8 Students) Actuals Year 7, 10 Students (48%) Exceeded Target

Targets Goal 2- Mathematics

- Year 3 Increase the average number of 7 students (2010-21) reaching Higher Bands to 9 Actuals Year 3, 8 students Above Average/just below Target
- Year 5 Increase the average number of 3 (2010-21) students reaching Higher Bands to 5 Actuals Year 5, 5 Students Achieved Target
- Year 7 Increase the average number of 3 students (2010-18) reaching Higher Bands to 5 Actuals Year 7, 14 Students Exceeded Target

Increase the average % of students (2016-18) who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years.

Year 5 71% - 75% Data not available due NAPLAN Cancellation in 2020

Year 7 74% - 78% 100% 6/6 students 7 students increased 1 student unable to determine

NAPLAN Reading-

Year 3 100% (24 of 24) Demonstrated Expected Achievement (Department SEA)

Year 5 95% (19 of 20) Demonstrated Expected Achievement (Department SEA)

Year 7 90% (18 of 20) Demonstrated Expected Achievement (Department SEA)

NAPLAN Numeracy-

Year 3 83% (20 of 24) Demonstrated Expected Achievement (Department SEA)

Year 5 90% (18 of 20) Demonstrated Expected Achievement (Department SEA)

Year 7 100% (20 of 20) Demonstrated Expected Achievement (Department SEA)

Attendance

Year level	2018	2019	2020	2021
Reception	94.0%	95.7%	88.2%	94.3%
Year 1	95.7%	95.1%	87.7%	96.2%
Year 2	94.4%	94.6%	87.9%	94.3%
Year 3	93.8%	96.2%	84.2%	95.1%
Year 4	94.1%	94.6%	92.8%	93.3%
Year 5	94.4%	93.7%	80.9%	93.8%
Year 6	95.0%	93.9%	89.1%	93.1%
Year 7	90.9%	94.2%	80.4%	93.9%
Total	94.0%	94.8%	86.6%	94.3%

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

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

Attendance comment

The average daily attendance rate for 2021 was 94.3% which is only fractionally behind our best ever figure of 94.8% achieved in 2019. This is a pleasing result as last year figure of 86.6% was our lowest brought about by the unprecedented Covid 19 pandemic conditions. This demonstrates that the parent community felt that Covid Safe practices implemented were effective.

Behaviour support comment

Student behaviour remains generally excellent across the school. The school has a clear, consistent and embedded staff wide approach to behavior management which is supported by evidence based programs and restorative justice pedagogy. Our practices are clearly communicated to the parent community. Teachers, students and families are supported through clear policies for behaviour management and bullying and is supported by the implementation of the social and emotional skills program 'Play is the Way'. Our leadership team follows up behaviour concerns as they occur and work closely with parents, students, teachers and external agencies to ensure behaviour plans are implemented and students feel safe and supported. During the course of 2021, the cohort of students has recorded only minor issues 3 student suspensions, 5 Take Home and 9 recorded incidents of administration timeout.

Parent opinion survey summary

In 2021 a DfE survey was distributed to all parents and carers of school students via a unique link (unique to each school) sent via email or SMS during the survey period. The number of parents who took the opportunity to respond to the survey and provide feedback was encouraging (73 out of 235 parents) and provides a solid foundation for continued engagement with our parents. This survey aimed to collect information about how parents engage with their children's learning. The data is intended to support and complement school improvement planning and the results were analyzed and discussed by staff. Selected results from the survey

People respect each other at school

Strongly disagree 1
Disagree 3
Don't agree 4
Agree 44
Strongly agree 20

Teachers and students respect each other at the school

Strongly disagree 1
Disagree 4
Don't agree 11
Agree 41
Strongly agree 15

I received enough communication from the school

Strongly disagree 6
Disagree 7
Don't agree 8
Agree 36
Strongly agree 12

The school communicates effectively with me

Strongly disagree 6
Disagree 11
Don't agree 7
Agree 35
Strongly agree 10

Overall, my child has a good routine around reading, studying and learning at home

Strongly disagree 2
Disagree 5
Don't agree or disagree 11
Agree 34
Strongly agree 15

I think that education at school is important to my child's future

Strongly disagree 2
Agree 12
Strongly agree 52

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	10.9%
OV - LEFT SA FOR OVERSEAS	2	4.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	19	41.3%
U - UNKNOWN	20	43.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All new staff in ELC, school and OSHC present current DCSI clearances as per Department for Education requirements as a pre-requisite of their employment. Teachers continue to be cleared through their teacher registration. Existing staff renew clearances when flagged as within 90 days of expiry in administration records. Visiting consultants and therapists present their clearances on their first attendance at the site. The school continues to process applications for clearances for all volunteers, including parents but these have been much smaller throughout the year due to limited volunteer activities brought about by Covid 19 restrictions.

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	22
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	10.4	0.0	4.8
Persons	0	12	0	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$2,710,078
Grants: Commonwealth	\$10,400
Parent Contributions	\$124,309
Fund Raising	\$2,812
Other	\$75,068

Data Source: Education Department School Administration System (EDSAS).

2021 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 2021 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 aligned to support the actions contained in the implementation of our Site Improvement Plan which has achieved excellent SEA results in 2021. Funding was allocated towards appointment of a Deputy Principal.	Excellent Behavior, 3 suspension, 5 take homes & 9 Office Time Outs
	Improved outcomes for students with an additional language or dialect	EALD support to identified student was provided by our Deputy Principal. Regular small group and individual support has been provided by BSSO / SSO staff. Resources purchased.	Majority of our EALD students achieved SEA in Literacy and Numeracy.
	Inclusive Education Support Program	Students identified with disabilities are directly supported through additional teacher and SSO support. Individual Learning Plans setting goals for each student are formulated by teacher / parent / and district support.	All Student One Plan goals for the year updated through Family conferences.
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	In 2021 we had a small Aboriginal Students cohort (4 students). Students were supported through additional leadership and SSO's. Individual One Plans for all students have been updated.	Individual Learning plans written for all Aboriginal students.
Program funding for all students	Australian Curriculum	Funding was allocated towards implementing our Site Improvement Plan actions.	Site Improvement Plan targets were met.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	We received \$10,400 as part of the Better School Funding (Gonski). This was allocated to additional leadership and distributed across our staffing.	Students and Staff all benefitted from the allocation of additional leadership.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

