



Clovelly Park Primary School

2018 annual report to the school community



Government
of South Australia
Department for Education

Clovelly Park Primary School Number: 0932

Partnership: Marion Inland

Name of school principal:

Richard Maynard (Jun - Dec 2018)

Name of governing council chair:

Hayley Parker

Date of endorsement:

28/03/19

School context and highlights

Clovelly Park PS started 2018 with 220 students in mainstream in 10 classes. There were 2 special options classes and 5 IELC classes. The figures indicate that we have slightly less enrolments than the previous year.

Clovelly continues to provide a quality education for the children in our culturally diverse community.

During 2018 we had a number of leadership changes due to the Principal winning a position at another school. This resulted in the Deputy stepping into the role of Principal for 6 months and the Wellbeing leader stepping into the as Deputy Principal role.

The school conducted many special events to celebrate its diversity and to provide the opportunity for students to demonstrate their learning and share this with their parents/guardians. Some of these included:

Harmony Day, Book Fair, Sports Day, Diwali Festival, Naidoc Week, Community Night, Harmony day, Netball and Basketball competitions, Swimming and Aquatics, Wakakirri, Choir and end of year Arts Showcase, all of which were very well supported by our whole school community.

Our new logo was designed and approved by Premier and Cabinet and was rolled out this year. Comments have been very positive. We have been able to update all our signage around the school. We also updated our uniform.

The Year 6/7's had there biannual camp at Illawonga, it was a great learning experience and students really enjoyed themselves.

Our partnership provided our staff an opportunity to access some in school professional development with the renowned author and teacher Vei Li Soo where they worked together on strategies and processes in Maths, specifically the Singapore Bar Model.

Our vegetable garden and chickens were a highlight for our students with many classes being part of the planting, weeding, feeding and harvesting throughout the year. We saw the commencement of our butterfly garden which will be continuing in 2019. The appointment of a new grounds person enabled us to continue working on our outside environment to improve the garden areas and outside of our buildings.

We also continued school funded works to improve our learning environments with work being conducted in the blue and yellow units. Our classrooms also were given the opportunity to purchase new furniture which has also improved the learning environments.

A new Principal has been appointed and we look forward to working with them and utilising their vast experience in ensuring that Clovelly Park PS moves forward in 2019.

Governing council report

2018 was a year of a few challenges for CPPS as we unfortunately had to say a premature goodbye to Mike Clarke as principal. However we remain grateful to have had him as we have seen a lift over 2018 in the energy and innovation throughout the school. Richard Maynard has done an exceptional job stepping in as principal, and achieved the very difficult task of keeping that energy flowing.

With a focus on modernisation, we have worked with Richard, and the CPPS leadership team and have achieved such things as updating of the school logo, signage and some major work around the grounds and facilities. A particular highlight was the updating of the school uniform. The GC acknowledges that there were many varying personal opinions about this by individual parents, students and staff. We have taken these on board resulting in thorough discussions about finding solutions that work best aesthetically, economically and across our varying cultural demographic.

We have noticed that the students have embraced the new uniform that is available so far and would like to see this finalised very soon, as we can appreciate that parents are eager to know.

We have some ongoing challenges with bigger issues raised such as parking, we acknowledge that this is an issue however it is a complex one that involves factors outside of our control. At the conclusion of 2017 we identified some areas that we as a governing council have our strength in such as our OSHC facilities, and some areas that we need to continue working on such as the canteen.

The GC also welcomes the embracing of technology, particularly for communication purposes. We are pleased with the amount of engagement with the Facebook page, and remind users that whilst the Facebook page is a great tool for communication and updating, decision making needs to go through official and sometimes complex processes.

Improvement planning and outcomes

The last cycle of the school's site improvement plan (SIP) finished in 2018 so it was an opportune time to review and evaluate this year. Staff reflected on what had and had not been achieved. Staff discussion indicated that we had maintained our general direction with achievement in having parents use See Saw and Google Docs to monitor their child's learning. It was also noted that meeting in Year level learning teams were appreciated and successful. There was also improvement in the monitoring and tracking students attendance and achievement especially in the younger years, enabling intervention and support where necessary.

An area of improvement identified included better use of the numeracy data to differentiate the learning tasks and better support the learning needs of our students. Although the numeracy agreement was completed in 2017 there was a need to embed it consistently across all classrooms.

In Term 3 the Education Department provided all schools with a School Improvement plan template and guidelines. At the end of Term 3 and throughout Term 4 staff were involved in visioning and writing the new plan being specific in the area of Literacy. Staff analysed our data from NAPLAN and PAT - R and determined that we would need to focus on reading. As part of the new plan we also focused on what staff need to do to improve practice within the classroom, so they determined a 'challenge of practice that as a team they would action. Student outcomes were also determined and included in the document along with specific data targets to achieve.

We have 3 main goals that are broken down into Early years, Primary years and Middle years teams.

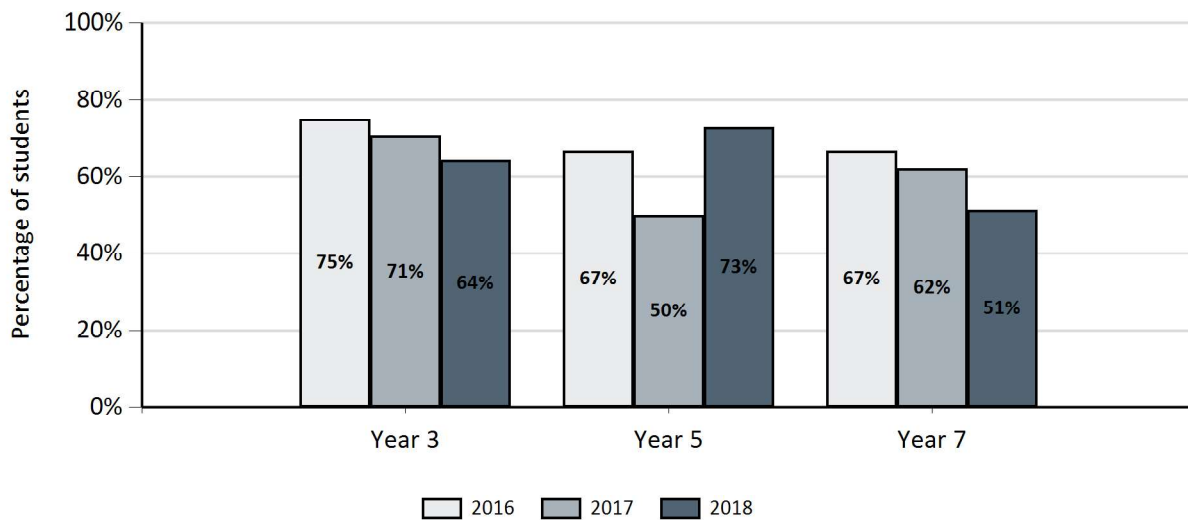
Early years. As a result staff will engage in professional learning related to the teaching of reading R-7 in both mainstream and Intensive English Language classes.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

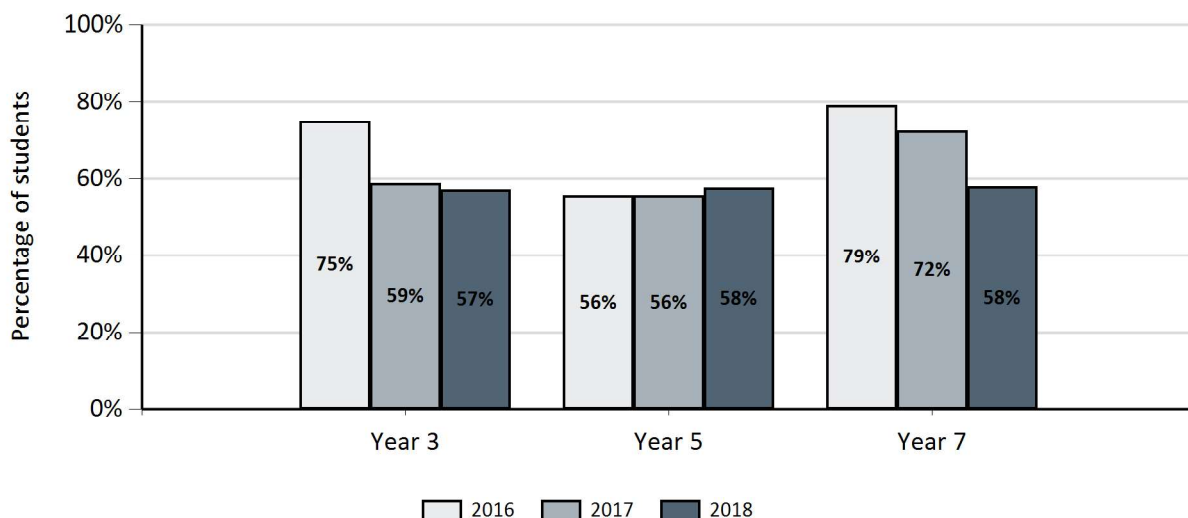
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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.

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	33%	14%	25%
Middle progress group	38%	45%	50%
Lower progress group	29%	41%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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	20%	21%	25%
Middle progress group	55%	74%	50%
Lower progress group	25%	5%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2018	28	28	9	4	32%	14%
Year 3 2016-18 average	34.0	34.0	12.0	7.3	35%	22%
Year 5 2018	33	33	11	8	33%	24%
Year 5 2016-18 average	31.7	32.0	7.0	3.7	22%	11%
Year 7 2018	37	38	4	2	11%	5%
Year 7 2016-18 average	30.0	30.3	4.0	4.3	13%	14%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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.

School performance comment

The 2018 NAPLAN results generally showed a small decline in all areas except for Year 5 reading. When comparing results it needs to be noted that the 2018 Year 5 results were largely the same students who participated in the test in 2016 as Year 3s. Progression data is very positive for Numeracy in particular, where progression is at or above state average. Whilst the percentage of students represented in the top 25% was high at 33%, we were also over represented in the lower quartile with 29%. A detailed analysis will be undertaken to ensure all students are experiencing learning growth and are being challenged and supported to reach their learning potential.

The NAPLAN proficiency table in reading indicates a slight percentage increase (71% - 73%) between Year 3 to Year 5, this is positive, however there was a drop between Year 5 and Year 7 (67% - 51%). An explanation of this would be the transient nature of our student population with only 30% of the same Year 5's sitting NAPLAN in Year 7. This also attributes to our low upper progress data in Year 5-7 reading.

Our SIP for 2019 will be addressing this, emphasising a consistent site approach in reading strategies and processes, There will also be a review of our Literacy agreement.

Attendance

Year level	2015	2016	2017	2018
Reception	87.6%	86.3%	87.2%	82.2%
Year 1	88.7%	83.8%	90.0%	89.0%
Year 2	92.9%	85.4%	85.3%	87.3%
Year 3	85.6%	89.2%	88.0%	89.4%
Year 4	88.0%	85.3%	87.5%	87.9%
Year 5	91.5%	85.9%	88.3%	89.7%
Year 6	91.6%	91.5%	83.1%	89.7%
Year 7	85.2%	90.2%	91.9%	88.1%
Primary other	87.3%	85.4%	90.3%	86.0%
Secondary other	66.0%			
Total	88.6%	86.7%	88.4%	87.6%

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

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

Attendance comment

Attendance Data shows a slight decline from 2017 but an improvement over the 2016 levels. During the year we sought the assistance of the DECD Attendance Counsellor to support families of students who were having considerable difficulty in getting their child to attend school with limited success. The vast majority of Clovelly Park students are at school on a daily basis. A few chronic non-attendees tend to skew the school data as a whole. Impacting the School Data is also the large proportion of students from overseas origins who return to their country of birth for visits/holidays.

Behaviour management comment

Behaviour Management Data continues to improve in 2018. Behaviours which required intervention by leadership or specialist staff were down by 45% and improvement for 38% in 2017 as were overall recorded incidents. A strong consistent approach where clear consequences were consistently applied may have led to this decrease. However it should be noted that the cohort of students from year to year does change. Clovelly Park prides itself on being supportive of positive Student behaviour but is very clear about what is not acceptable behaviour. Our Pastoral Care Worker with the support of the Wellbeing leader and Anglicare has provided group work in supporting students with low self esteem and a building resilience to support student wellbeing.

Client opinion summary

During 2018 the School Conducted the Wellbeing and Engagement Survey with its Year 4-7 Students. 83 Students completed the survey in comparison to 93 in 2017.

The results were generally pleasing with improvement shown in the areas of learning readiness overall areas. Of particular interest were the significantly higher levels of Happiness, Optimism and Sense of School Belonging expressed within the survey by the vast majority of students.

Areas of concern expressed by the students were cyber-bullying which as a school we continually address through police programs and classroom activities.

It is also interesting to note the marked improvement in the number of students continue to be involved in Sport and Music and Arts Activities after school many of which are organised by staff and parents within the school.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	32	17.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	44	23.9%
Transfer to SA Govt School	108	58.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

All staff have undertaken and been cleared through the DECD History Screening. Governing Council Members, Employees and sanctioned Sports Coaches have all undertaken the same screening.

- Communication with all stakeholders concerning importance and need for DCSI, reasons behind rules
- site-developed database, to record all staff, volunteers on site and collect information regarding DCSI and RAN training upon completion
- development of volunteer induction policy, as well as communication with all volunteers (including council members) outlining documentation needed and training provided

Teacher qualifications 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	31
Post Graduate Qualifications	7

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Please note: 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	25.7	0.0	9.1
Persons	0	28	0	16

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	43976.99
Grants: Commonwealth	6100.00
Parent Contributions	68209.00
Fund Raising	8878.00
Other	-

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

2018 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 2018 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 behaviour management and engagement	Funding was provided for two individual students to support them in all aspects of their schooling.	Both of these students made very positive progress.
	Improved outcomes for students with an additional language or dialect	0.8 FTE Teaching staff were employed to support students in the EALD Program.	Improved outcomes has resulted in reduced funding in 2019.
	Improved outcomes for students with disabilities	Funding was used to provide staffing for our two Area Resource Special Classes together with targeted intervention programs for students identified with a disability (ies).	Differentiated learning programs provided for individual students.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	<p>An ACEO and AET were employed to help direct the learning of Aboriginal Students. The primary focus was attendance and improved learning outcomes. Many of these students participated in Mini Lit and Pre Lit Programmes.</p> <p>Numeracy and Literacy Funding was used to support intervention programs and to fund reduced class sizes.</p> <p>Students identified with learning difficulties were supported largely by SSO Support. These programs were managed by the Class Teacher and Special Ed Focus teacher this included the use of One Plans to differentiate the learning and set SMARTER goals. Wave 2 intervention of Mini Lit and Pre Lit Programs were also utilised.</p>	Attendance is a concern for many of our more transient students. Children who attended regularly made progress when participating in intervention programmes.
Program funding for all students	Australian Curriculum		N/A
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	Was used to partially cover the cost of delivering Mini-Lit and Quicksmart Programs	Results were very pleasing with significant improvement in skill level.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Continued our program for Higher Order Thinking Skills program supported by staff member without specific funding in 2018	Feedback from the students involved was very positive.
	Primary school counsellor (if applicable)	The Wellbeing Leader allocation was utilised as a full-time salary. The focus continues to be on supporting students and families with complex social and emotional needs.	Decrease in incidents requiring leadership support both in class and in the yard