Prospect North Primary School
2017 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

Prospect North Primary School Number: 570

Partnership: Adelaide - Prospect

Name of School Principal: Marg Clark

Name of Governing Council Chair: Peter Natrass

Date of Endorsement: 13/2/18

School Context and Highlights

Prospect North is a category 3 Reception to Year 7 site, situated in the inner northern metropolitan suburb of Prospect, and is just 6 kilometres from the Adelaide GPO. Due to the increase in housing development and the school's location close to the city, the school's enrolments are steadily increasing. Our students come mainly from Prospect, Blair Athol and Kilburn. Many of our families, particularly those newly arriving from overseas, live in units and rental properties, which are readily available in our local suburbs. In 2017 we grew to 330 students R-7. Our site has approximately 31% school card holders, 4% students with disabilities, 7% aboriginal students identified on school records and 60% students identify with a non-English speaking culture . The school has 14 classes.

There is a strong focus on student well-being and engagement and school values are promoted in a nurturing environment. Our Well-being Leader works pro actively with staff, students and parents to individually support students, teachers, families and/or classes to ensure well-being for all. To start our year we position our students for success through a 3 week well-being program where staff and students work together to develop strategies and ways of fostering a 'growth mindset' disposition in students to improve engagement in learning and relationships. 2017 saw successful trial a Nurture Room philosophy to help students self regulate. This enabled us to work closely with children who needed a strong nurture based environment to help build up their time in mainstream classes.

2017 saw us identified as a DECD STEM Lead Learning site. This has seen considerable attention on our staff and learning design as we have presented to and hosted over a hundred teachers and leaders from other schools. These Lead Learning events have enabled our students to share their learning and answer questions from visitors learning how to implement STEM strategies in their schools. Our digital leaders even hosted their own conference "Kids Teach STEM" for other students from our area.

We have continued to develop our understanding of personalised learning for students and what that looks like with a STEM focus, we have continued to have students co design their learning and learning environments and have introduced personal Investigations from R-7. This is developing strong student agency and our students are able to set goals and work in teams, monitoring their own progress and self regulation.

Governing Council Report

In 2017, we had a fantastic group of teachers, parents, carers and volunteers invest themselves professional and/or personally to shape our school and enhance our children's' learning.

The Governing Council continued to support a program of ongoing improvements for the Out-of-School-Hours-Care (OSHC) to secure high quality care and the long-term future of this important service for families.

In March, the school hosted a City of Prospect twilight movie night for a screening of The Jungle Book. Through the hard work of staff, Governing Council and the Building Communities Committee, our school was on show as we welcomed a couple of hundred people for an evening of popcorn, picnics, coffee and glow sticks. After several years of sustained investment in our grounds and facilities, it was great to see PNPS families and the wider community coming together to enjoy our great school environment.

The Building Communities Committee continued to do an amazing job bringing our school community together for activities such as a student disco, free breakfast on Walk to School Day and book reading around the camp fire during Book Week. These activities enrich our school environment and generate excellent opportunities for families to get involved, meet other parents and strengthen their connection to the school. Thanks to everyone who gave their time to organise these activities or rolled up their sleeves to get involved.

Following the successful launch of the nature playground, and consultation with the school community, the Governing Council finalized a draft Landscape Master Plan. With project planning proceeding during 2017, further implementation works are proposed for 2018 to deliver enhanced junior school facilities, new shaded seating and additional landscaping in the school grounds.

Finally, a huge thank you to Marg Clark for her first full year as PNPS Principal. To our amazing team of teachers and staff, thank you, thank you and thank you for sharing your wisdom and passion for learning with our children and families.

I hope you will join us in 2018, as we continue to build upon our growing reputation as a great local school.

Peter Natrass
Chairperson
2017 Governing Council

Improvement Planning and Outcomes

The 2017 Site Improvement Plan saw us continue focusing on Developing Powerful Learners - this year with an emphasis on STEM and Improving Literacy and Numeracy attainment. The Developing Powerful Learners through STEM strategy saw us grow our work around engagement and learning design from 2016. We spent time as a staff defining our vision and beliefs to ensure our students were being immersed in an environment to develop "STEM capable learners". Through the Design Thinking process we have engaged students in rich meaningful investigations to impact their environment. At Prospect North Primary we use technology to enhance our abilities to investigate and solve real world problems and to individualise our learning. STEM capable learners need to be flexible, curious, creative, persistent and a team player. They need to Think, Explore, Prototype and Make. Our learning environment enables our students lots of choice and the opportunity to self-manage their learning. Our Digital Leaders help amplify the use of technologies in our classes. They also stretch their own skills through competitions such as Lego League and in Personal Investigations. Building Student Agency means we work side by side with our students to co design better learning. As a DECD STEM Lead Learning site we have been open to other schools visiting us and seeing STEM in action. Our students have also run workshops for adult visitors and a conference for local school students.

Nurture
Anchoring our Well-being focus has been a deliberate explicit teaching program from R-7. We also introduced Nurture Principles as a foundation of practice in dealing with students and to help develop the developmental milestones of our most vulnerable students. Our Nurture groups are founded on evidence-based practice and offer a short-term, inclusive, focused intervention that is successful long term. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning. Giving students the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life. We saw significant shift in our data from the annually collected Wellbeing survey from years 4-7.

Reading
Successful whole school improvement strategies during 2017 include:
1. A whole school approach to effective analysis, moderation and interpretation of formative and summative assessment data and evidence based practice to drive student achievement. Staff meeting times focussed on data analysis, planning and moderation.
2. Effective strategies to monitor student performance and progress with a focus on differentiation and meeting student needs are embedded into whole school processes.
3. All staff working with students are focussing on maintaining a culture of high expectations and challenge..
4. Focus on explicit instruction in core skills in literacy and systematic teaching practices together with clear instruction on learning intentions and success criteria.
5. Whole school approach to Well-being and Nurture.
6. Active participation of students in lessons including dedicated time to talking and asking questions.
7. Targeted multi-layered wave 2 and 3 interventions for a large group of year 1 and year 2 students (25 in total) together with quality wave 1 classroom practice.

Numeracy
Numeracy results have been steadily improving due to the implementation of our numeracy agreements, focus on STEM, using mathematics to solve problems and the focus on real world applications of maths. We have a focus on student agency and co design with teachers.
Our targeted teaching cycle ensures all students are given the skills at their level and then the opportunity to apply those skills in real situations.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.
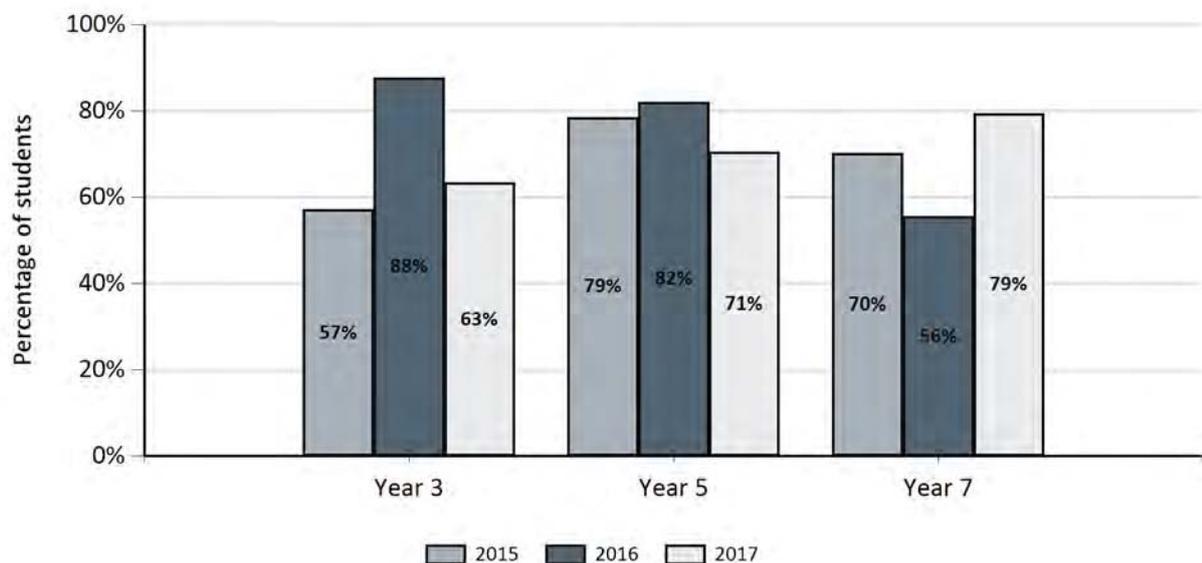
Reading
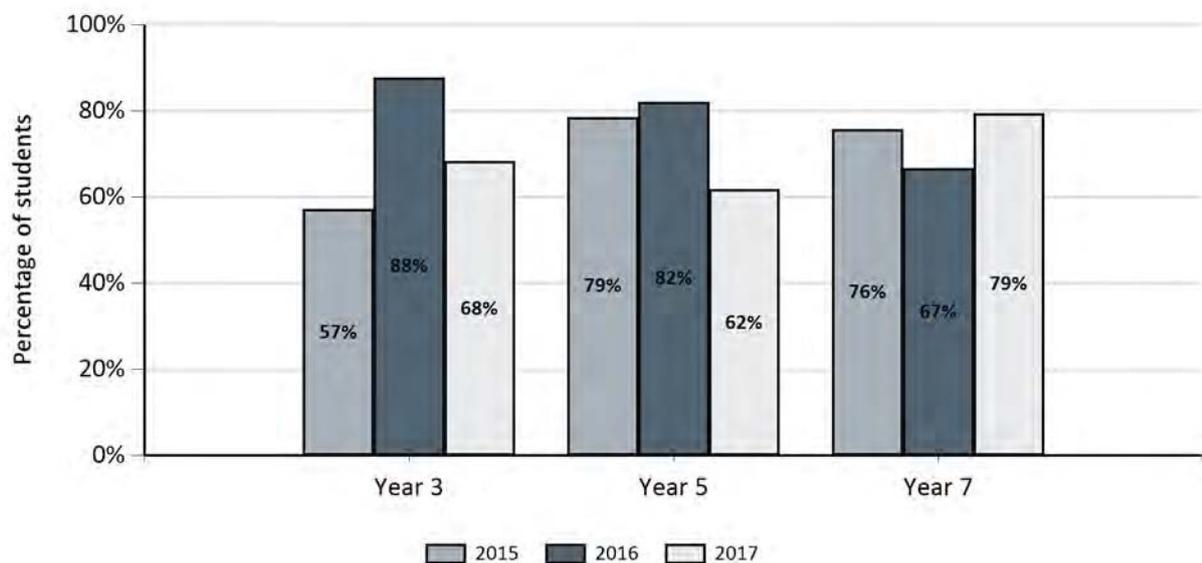
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	41%	38%	25%
Middle progress group	44%	33%	50%
Lower progress group	15%	29%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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	29%	33%	25%
Middle progress group	43%	48%	50%
Lower progress group	29%	19%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	41	41	10	7	24%	17%
Year 3 2015-17 Average	39.0	39.0	12.3	9.0	32%	23%
Year 5 2017	34	34	9	9	26%	26%
Year 5 2015-17 Average	33.7	33.7	11.0	7.0	33%	21%
Year 7 2017	34	34	12	8	35%	24%
Year 7 2015-17 Average	29.7	29.7	7.7	7.0	26%	24%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^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

Our NAPLAN progression data for 2017 shows an increase of our students having average to high progression between NAPLAN tests over a 2 year period. This has shifted positively and shows steadily improving growth in attainment between tests. This is a good measure of the gains we make with students while they are at our school.

Our NAPLAN data in 2017 has shown growth across our year 7 cohort in both reading and numeracy. After historical data of falling attainment at that level it is pleasing to see positive gains, we will be working hard in 2018 to keep that improvement continuous. Our reading results are pleasingly on the rise (considering cohort complexities) which is reflective of the explicit classroom strategies and intervention strategies put in place over the past couple of years.
Each child from reception is closely monitored and receives individual attention through classroom based intervention programs to ensure students make our year 1 and 2 running records at benchmark. For those students not reaching benchmark we have targeted SSO run intervention programs that are short term and highly effective.

Our year 5 data shows some falls in both Reading and Numeracy. We will be monitoring this cohort carefully and have established some intervention programs to keep attainment growing. This includes our nurture program to help with self regulation.

Our year 7 reading data shows an increase in attainment at that level. The pattern of decreased attainment has been apparent over the previous 3 years. This is a pleasing result and during 2016 and 17 we changed some intervention programs for students who were struggling to improve their reading levels in the higher year levels and ensuring that students continue to receive explicit teaching of reading when needed. Our year 7 numeracy attainment was also higher and again seems reflective of targeted teaching practices to the upper primary cohort.

Students achieving in the higher bands of NAPLAN are being tightly monitored and planned for so they can continue to attain at the high bands in later years. In 2018 we have invested a part time salary to ensure that students at year 3-7 are tightly monitored for progression each year to retain that high band status.

PNPS 2017 Running Record (Term 3 census) results indicate an increase of 11.2% from 2016 for year 1 students achieving at or above the DECD Standard Educational Achievement and above the DECD upper baseline.
PNPS 2017 Running Record (Term 3 census) results indicate an increase of 34.95% from 2016 for year 2 students achieving at or above the DECD Standard Educational Achievement and above the DECD upper baseline.
The Running Record achievement data for year 1 and year 2 students indicates considerable improvement compared to the 2015 and 2016 results. Students achieved much higher levels of learning achievement. Individual student results are also extremely positive with some students making large gains in their reading progress across the 2017 school year.

Attendance

Year level	2014	2015	2016	2017
Reception	94.6%	92.4%	92.1%	90.8%
Year 1	92.4%	92.2%	90.8%	90.8%
Year 2	92.0%	92.7%	93.5%	87.5%
Year 3	92.0%	91.0%	93.9%	91.7%
Year 4	93.5%	93.6%	90.3%	93.0%
Year 5	91.0%	96.0%	94.4%	91.6%
Year 6	89.4%	92.5%	93.7%	90.2%
Year 7	89.9%	93.8%	93.4%	92.5%
Total	92.0%	93.0%	92.7%	90.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

The school manages non attendance according to our policy. Families are contacted when their child is absent and asked to provide a reason for absence, firstly by the classroom teacher and if issues persist by our Well being leader. Our fall in % in 2017 was attributed to a small number of families and support is in place to improve their attendance or receive exemption forms for holidays.
Chronic non attendance is still tackled daily at school as well as engaging with the DECD district support staff to meet with families to put strategies in place to help them get their children to school.

Behaviour Management Comment

Self regulation and behaviour is learnt through positive,safe and predictable relationships with those around us. With the implementation of our Nurture room, peer Mediators and lunch time activities , we have seen a decrease in the number of students being referred for follow up from yard related incidents. We have R-7 anti bullying programs and processes to ensure student report and solve issues. Our number of violent issues is on a par from 2016 but related to only a very small number of students. Our nurture room staff worked hard and helped to give these students ways of dealing with anger that were non violent.
We are still in the process of improving self regulation with these students.

Client Opinion Summary

Our client opinion surveys for 2017 show high levels of client satisfaction. Our student survey showed that students reported feeling safe at school and had teachers who expected them to do their best and supported them to learn. Our students could see that the school looks for ways to improve and this comes through strongly by the inclusion of students in our improvement journey. The students were also positive about Teachers motivating them to learn and giving them opportunities to be involved in interesting things. Our ratings were between 31/2 and 41/2 on a five point scale.

Our parent opinion survey showed that parents had high levels of satisfaction with the school. Highest were in reaction to "I can talk to my child's teacher about my concerns", "My child likes being at this school", "My child feels safe at this school, "The school looks for ways to improve". They were also positive about Teachers having high expectations and teachers providing students with useful feedback. Overall the ratings from parents ranged from 3.8-4.8 on a five point scale.
Our staff survey showed high levels of satisfaction ranging from 3.4-4.2 on a five point scale.

Staff were very positive about the
"school looks for ways to improve", "teachers at this school expect students to do their best", "students at this school can talk to their teachers about issues", and "teachers at this school treat students fairly".
Overall our opinion surveys were very positive and let us open dialogue with our community to help continue our improvement journey.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	16	20.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	12.7%
Transfer to SA Govt School	53	67.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

We follow the DECD guidelines for managing volunteers at our site.
All volunteers at our site need to undergo the DECD required criminal history screening through DCSI. They also undergo a school based or online RAN course before working with our students.
They go through an induction process and meet with senior staff to define their job before they start.
All volunteers alo do the online WHS induction program.

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	37
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	20.0	0.7	6.4
Persons	0	21	1	9

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	$146318
Grants: Commonwealth	$7500
Parent Contributions	$74137
Fund Raising	$1316
Other	

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	The funding was used to implement nurture practices including a nurture room facility for students with high needs in social and emotional learning. Our counsellor also initiated programs for self regulation needs.	Boxall Profiles were introduced as a measure for students and showed good growth
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	This funding is used for SSO intervention programs and our AP role that coordinates all of our programs.	EALD students are tracked and progress well from year 3-7
	Improved Outcomes for Students with Disabilities	Our SWD money is used for direct support of students through intervention programs or in class support.	NEP's are used to document progress for individual students.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	We have targeted funding to our aboriginal students to ensure they are part of intervention programs and individual tutoring where needed. Our ACEO works with the community to improve outcomes for aboriginal students.	SEA reading outcomes continue to show improvement. All aboriginal students are tracked,planned for and monitored through their ILP's.
Targeted Funding for Groups of Students	First Language Maintenance & Development		
	Students taking Alternative Pathways	Students with learning difficulties money was used for intervention with students who do not have an NEP but require more support.	
	Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum	Australian Curriculum funding was used this year to provide staff with opportunities to learn and implement the Digital technologies curriculum.	
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Better Schools funding went to supporting the implementation of Quicksmart maths intervention program and the Too smart maths intervention program.	Intervention is providing individual progress for students who are below SEA
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Our Primary school counsellor funding goes directly to salary for our counsellor to implement positive programs as well as intervention case management for families.	Positive increases across the board with our MDI data.