



AIM HIGH

Salisbury Primary School

2022 annual report to the community

Salisbury Primary School Number: 1041

Partnership: Orion

Signature

School principal:

Ms Carol Scerri

Governing council chair:

Lauren Holliday

Date of endorsement:

17 February 2023



**Government
of South Australia**
Department for Education

Context and highlights

Salisbury Primary School is highly regarded within the community as a school with high academic expectations and a safe, caring environment. The school community has developed an R-6 Vision and Mission and 3 year Site Improvement Plan

The Site Improvement Plan reflects staff, student and family opinion of what the school needs to focus on to achieve the Mission and Vision.

Salisbury Junior Primary and Primary Schools co-located on the one site in 2010. Since this time the school has undergone

significant improvements to the grounds and facilities with a new Resource Centre, primary classrooms, Gym and the redevelopment and refurbishment of all classrooms.

The redevelopment has been designed to match specialist and education programs for 21st century educational needs and accommodate Early Childhood and Primary School learning programmes.

The school provides specialist programmes in Music, Dance, PE, HASS and Italian.

The school grounds are spacious and well maintained, providing students with many options for play and activity.

The enrolment in 2022 was 329 including eight students in the Special Class.

The school population includes 5% Aboriginal students, 15% students with disabilities, 67% students with English as an additional language or dialect (EALD) background, 23% have refugee status, 1% children or young people in care and 65% of families eligible for School Card assistance

The students and staff of the school are active in promoting and supporting an inclusive culture and learning programmes.

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The Site Improvement Plan reflects staff, student and family opinion of what the school needs to focus on to achieve the Mission and Vision.

2022 Highlights

We held a very successful Open Afternoon with over 100 families visiting classrooms.

Our school has been leading the way in the teaching of literacy. We are recognised in South Australia, nationally and internationally for our approach to the teaching of reading. Over 100 leaders and teachers from both the private and public sectors have visited the school for 3 day study tours. The feedback from the tours was very positive in regards to the skills and knowledge of staff and the behaviour and abilities of the students.

Our student Wellbeing Agents have worked with classes and teachers to promote and teach the concepts of the Wellbeing Classroom across the school. The Wellbeing Agents under the guidance of our Well Being Leader Steph Fox have learnt and developed their skills.

Tur Family Hub has continued to grow and provide a range of programmes for our community including three playgroups, English classes, Art and Sewing groups. Over 100 families access the Hub each week.

Governing council report

In 2022 the Governing Council worked in collaboration with the leadership team and staff to review and implement the 2022-2024 Site Improvement Plan.

The Governing Council will continue to support the school to engage families after the limitations of the past 2 years.

The Governing Council worked in collaboration with the leadership team to plan the redevelopment of the Junior Primary yard. The new JP playground was opened in term one.

The Council continued to manage the OSHC. The Governing Council and management committee worked closely with the OSHC Director to review and rewrite policies and processes. The numbers of families accessing OSHC programme has grown significantly in the past two years.

Quality improvement planning

Goals One & Two: All students will improve in their achievement in reading.

All teachers will: -

- Implement all strands of Scarborough's Reading Rope using explicit direct instruction as the primary pedagogical approach and build background knowledge, vocabulary, language structures and verbal reasoning through using Science & HASS topics in English,

- Use focused fluency instruction strategies daily, which are informed by individual student assessments,

Actions Achieved

All teaching staff participated in Professional Learning (PL) in The Writing Revolution, using and analysing DIBELS assessments, developing background knowledge, using Explicit Direct Instruction and teaching all components of Oral Reading Fluency.

Daily reading pairs were introduced into all classrooms. This has resulted in improved Oral Reading Fluency results.

Whole school agreements, scope and sequences and routines in teaching morphology, phonology and vocabulary were reviewed and published.

Term four data indicates all students have improved their DIBELS composite scores.

Future Actions:

Explicit teaching of Language Comprehension strategies using content rich texts will be a focus for Professional Learning in 2023.

Teachers will plan units of work in English that include texts from current topics and cross curriculum subjects.

A school topic map will be developed and published.

Writing scope and sequences aligned to TWR, Leap levels and the Australian Curriculum will be developed and implemented R-6

Goal Three: All students will improve in their achievement in numeracy.

All teachers will

- Use a consistent, explicit and developmental mathematics programme to inform programming and planning,

Actions Achieved

A lead math team was established and developed a draft scope and sequence for number.

All teachers attended the Math Australia course. Classroom kits that align to the course were purchased for each teacher.

A Mathematics agreement developed and published.

Review routines are used in all math blocks.

Future Actions

Implement the Math Australia ICRAVE approach in all classrooms.

Review the number scope and sequence.

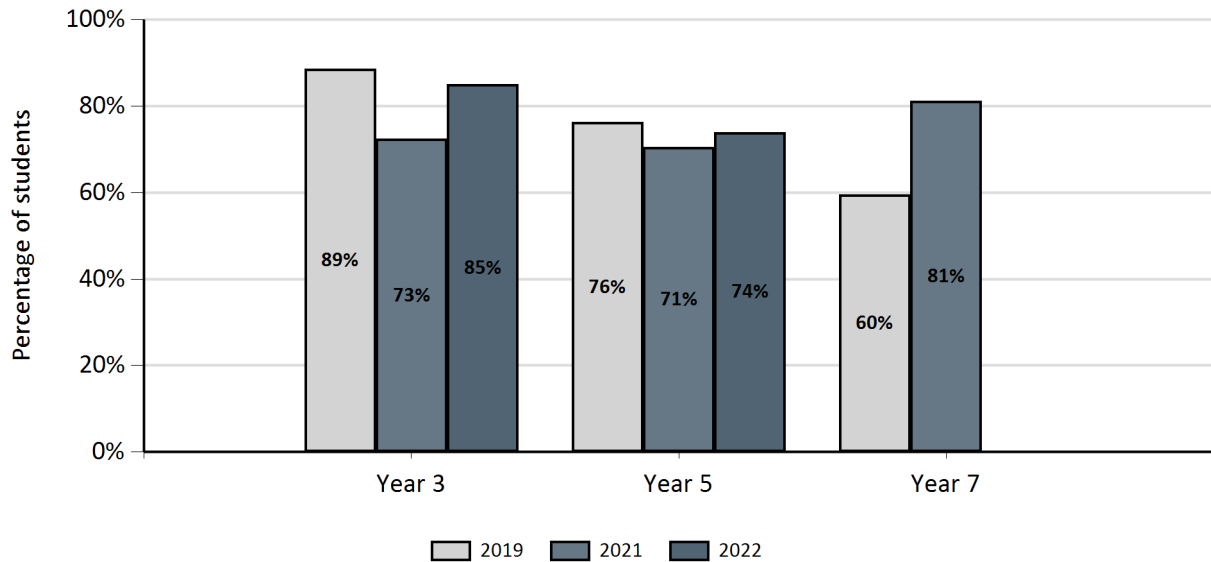
Implement SPS math assessments.

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

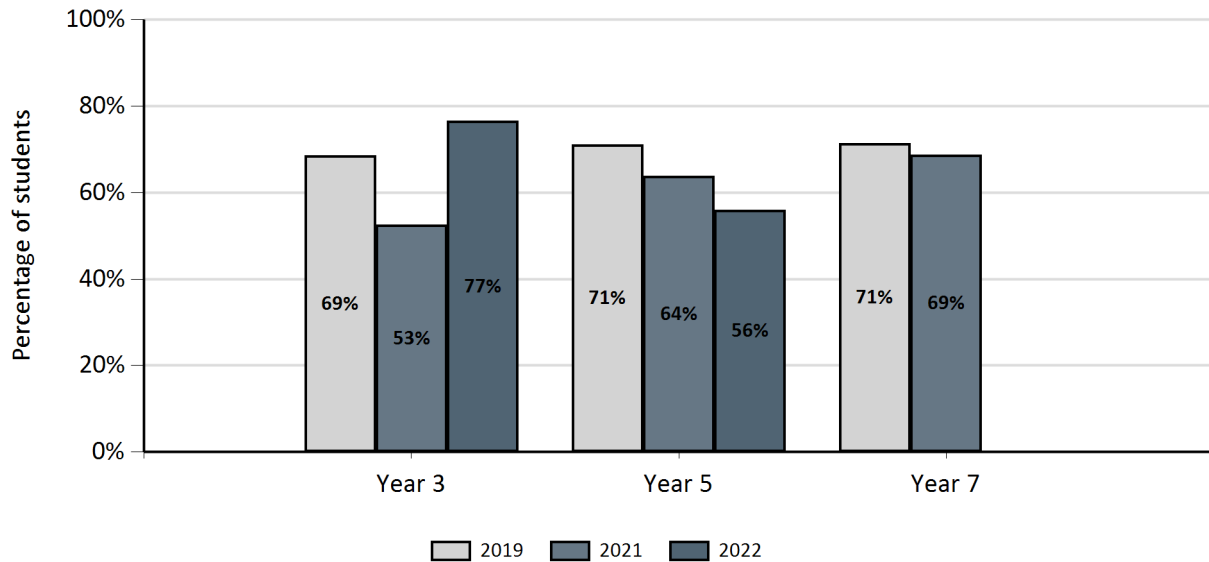


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	47	47	16	6	34%	13%
Year 03 2021-2022 Average	43.5	43.5	11.5	4.5	26%	10%
Year 05 2022	50	50	10	6	20%	12%
Year 05 2021-2022 Average	42.0	43.0	7.5	4.5	18%	10%
Year 07 2021-2022 Average	48.0	48.0	7.0	9.0	15%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

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

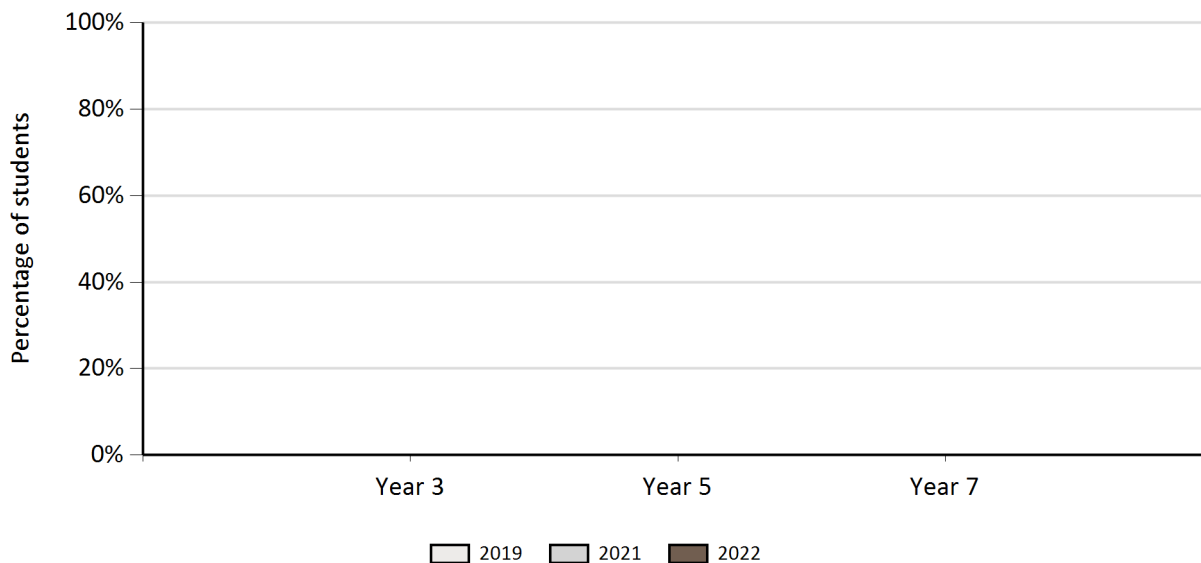
[^]includes absent and withdrawn students.

*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



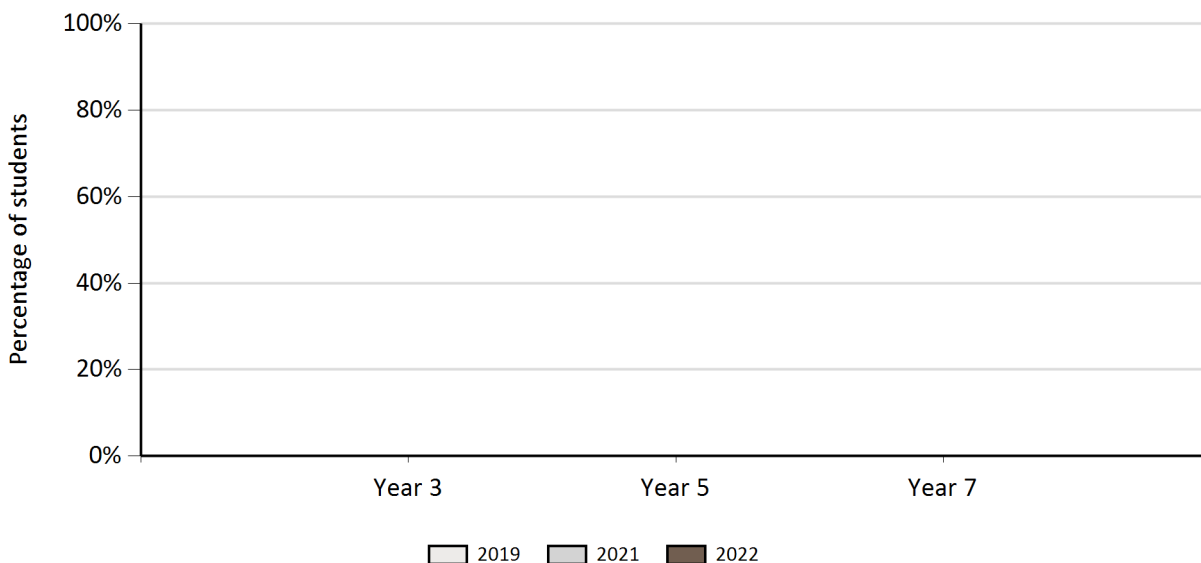
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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



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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.

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: Intervention & Support

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

- DIBLES screening assessments were used for all Aboriginal students to check and monitor foundation reading skills three times per year.
 - DIBLES data used to assign students who required intervention into groups with intervention teachers.
 - DIBELS data allowed the tracking of growth – especially around the development of reading fluency (words per minute and accuracy)
 - Handover meetings occurred at the end of 2022 to hand over information to the students' 2023 teacher.
 - Students discussed during reading reviews in Terms 2 and 3.
 - Aboriginal learner achievement data collected (as per the assessment schedule) and reviewed by the deputy principal, principal and intervention team.
- Assuring Consistent High Quality Classroom Practice to build high-quality practices to deliver on whole-school commitments that will directly impact Aboriginal achievement.
- Professional learning for all teachers occurred on the Science of Learning (Cognitive Load theory and Orthographic Mapping) to support Aboriginal Learner's ability to engage in high quality learning opportunities and develop process required for long term reading acquisition.

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

- All Aboriginal learners have reading goals that are monitored and reviewed each term.
- All Aboriginal learners that required intervention support have been identified using appropriate data sets.
- All staff have attended professional learning to improve their knowledge in the Science of Learning, using evidence based instruction.
- 2/3 year 1 students achieved the Phonics Screen, 100% of year 3 Aboriginal students achieved SEA in NAPLAN reading and numeracy; 75% of year 5 Aboriginal students achieved SEA in NAPLAN reading and 50% achieved SEA in NAPLAN numeracy; all students demonstrated growth in DIBELS data.

School performance comment

Year One Phonics Screen

The year one phonics screen data indicates continued growth. 78% of the students achieved the SEA, which is on par with the 2021 results. The average score was 31.2, it was 23 in 2018. This is a strong indicator that the focus on teaching phonics in an explicit and systematic way has had a positive impact on student achievement. The results are also transferring into improved results in year 3 NAPLAN reading.

NAPLAN Reading

The NAPLAN data indicates the percentage of year 3 students who have achieved the SEA (89%) has increased since 2021(73%). 36% of the year three students achieved Higher Bands. The 2022 result for year five (74%) is an increase on the 2021 results (71%). 20% of the year five students achieved Higher Bands. Both results are above the school's historical average.

Our focus in 2022 has been to continue the use of Explicit Direct Instruction to teach phonics and morphology. We have also focused on building background knowledge and vocabulary through using quality texts from across the curriculum. The use of texts based in rich content has supported the increase in the number of students above the SEA.

In 2023 Teachers will continue to develop units of work to support the teaching of concepts in context and use strategies from The Writing Revolution to improve the students ability to respond to a range of texts using more sophisticated language.

All students (R-6) were assessed using DIBELS reading assessment. The 2021 data showed our students had very strong decoding skills and read accurately. However, oral reading fluency was an area that significant numbers of students were below benchmark and subsequently identified as an area for improvement.

An explicit and structured approach to teaching fluency through daily paired fluency reading was introduced in 2022. The term 4 DIBELS data indicated improvement in the fluency rates of students. Given the research and evidence about the impact of reading fluency on future reading success this is an area the school will continue to focus on in 2023.

The DIBELS comprehension assessment- Maze is an area for improvement. Using content rich texts to develop vocabulary, background knowledge and syntax will continue to be a focus for future staff professional learning and lesson planning in 2023.

NAPLAN Mathematics

The 2022 year three result of 80% of students achieving of the SEA in Mathematics is a significant improvement of the 2021 results (53%). The year 5 results (59%) is a decrease from the 2021 result (64%). Both results are above the historical average.

PATM data indicated students had difficulty with foundation concepts and solving multistep problems.

All staff have attended training in teaching foundation skills using the ICRAVE approach. This will become a focus area in the SIP in 2023.

Detailed developmental scope and sequences, whole school assessments and agreed instruction formats have been developed and will implemented in 2023..

Attendance

Year level	2019	2020	2021	2022
Reception	89.7%	82.8%	87.3%	81.5%
Year 1	88.0%	82.1%	91.4%	85.9%
Year 2	91.1%	83.7%	92.1%	87.0%
Year 3	93.0%	84.8%	90.4%	90.9%
Year 4	92.1%	87.4%	91.2%	86.0%
Year 5	91.7%	85.4%	93.9%	86.1%
Year 6	93.5%	86.9%	91.5%	86.5%
Year 7	90.9%	83.7%	89.2%	N/A
Primary Other	81.7%	78.1%	82.6%	68.0%
Total	90.9%	84.4%	90.5%	85.9%

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

Attendance comment

SPS had a reduction in overall attendance rate (90.3% down to 86.7%) and an increase in students identified as chronic/habitual non-attenders, largely due to COVID related reasons. Students whose patterns sat outside of COVID related reasons were supported through contact from teaching staff and referral to the Student Wellbeing Leader for further follow up. This could include home visits, regular contact, Team Around the Child Meetings, implementing and reviewing attendance plans, referral and consultation with SWDL and referral to outside support services (e.g. SPRING Anglicare, Baptist Care FMHSS). Early intervention will continue to be a key priority for SPS.

Behaviour support comment

Student behaviour incidents included 10 take homes from 8 students, 37 suspensions from 31 students, and 0 exclusions. Students are supported by behaviour support plans, personalised 5-point scales, planned/structured recess and lunch time programs, referral to SSS, including behaviour support coach, and referral to outside organisations such as early intervention counselling.

SPS continues to take a proactive response to behaviour including the explicit teaching of self-regulation skills and feelings through the explicit and embedded teaching of Kimochis, the Wellbeing Classroom approach and interoception. This is supported by the engagement of student leadership opportunities and Wellbeing Agents to promote student voice and responsibility.

Parent opinion survey summary

The 2022 online parent survey was completed by 59 families.

The response to questions on school climate, respectful relationships, knowing the standard of work expected, having useful discussions about their child's learning and receiving feedback were positive.

The survey indicated that there was an even spread of opinion of the most useful means of communication with phone calls and apps for example Skoolbag and Class DoJo rating slightly higher as preferred modes of communication.

Families have indicated that they would like more help in understanding how to assist and be more involved in their child's learning

COVID restrictions have significantly impacted on learning events for families. The reconnection of families to the school through Family events will be a focus for the Governing Council, leadership team and family Centre.

The Governing Council, school and family centre staff have formed a Community Engagement Committee in term four. Their focus will be to organise cultural and family events at the school.

The school will use the information collected in the survey (suitable days, times and topics) to develop further opportunities for families in 2023.

The Governing Council and school leadership team will review the communication procedures in the school in 2023.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	18.8%
NS - LEFT SA FOR NSW	1	6.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	56.3%
VI - LEFT SA FOR VIC	1	6.3%
WA - LEFT SA FOR WA	2	12.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All clearance information from HR and EDSAS is sighted, recorded and registers are kept up to date.

All visiting DfE and outside agency personnel must produce their WWCC clearance and photo ID on their first visit to the school each year.

Volunteers must have a WWCC clearance, RAN training and induction. Records are kept on EDSAS.

Records are reviewed and updated regularly.

All staff have been informed of their responsibility and school processes in regard to screening procedures and policies.

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	43
Post Graduate Qualifications	11

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	29.4	0.0	14.4
Persons	0	32	0	21

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

Financial statement

Funding Source	Amount
Grants: State	\$4,142,033
Grants: Commonwealth	\$0
Parent Contributions	\$88,923
Fund Raising	\$103
Other	\$162,160

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 support students with complex behaviour and social needs. Support included 1 teacher and additional SSO hours. The focus has been on teaching strategies to assist with self-regulation and providing options for play in the yard.	There had been a significant decrease in high level behaviour, particularly during breaktimes and a decrease in suspensions and student referrals to the office.
	Improved outcomes for students with an additional language or dialect	Four teachers, five BSSOs and a Hub Leader were employed to support EALD students and families. English classes, sewing and parent groups were run through the schools' Community Hub. A BSSO was employed to support two parents to become Governing Council members and attend meetings. BSSOs were employed to interpret at parent/.teacher interviews and read reports to families. EALD students identified as having difficulty with literacy were provided additional support through intervention sessions either 1:1 or in groups of 3/4. The support was provided by specialist intervention teachers.	All students were tracked and monitored via the school's data workbooks. Students identified at risk were provided with targeted intervention by specialist teachers. All students had improved PASM, PAST and DIBELS results.
	Inclusive Education Support Program	4 teachers and 2 SSOs who are qualified in using OG, IMSLE & TSD approaches provided wave 3 intervention programmes. Progress was monitored and tracked through detailed student reviews each term. All students identified on the IEP report have a Learning Plan. The plan is reviewed and updated each term.	Improved IMSL and Yr 1 Phonics screens. DIBELS progress monitoring indicated improvement in oral reading fluency and accuracy.
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	Four teachers and three SSOs were employed to support students with IESP funding. SMART goals and targets were identified and reviewed each term. AET and AECO tracked and monitored ATSI student progress. Students identified at risk were provided wave 2 and 3 intervention in literacy and numeracy. Quality differentiated teaching and learning programmes were provided in each class SSOs were provided weekly T&D in reading and were mentored by intervention specialist teachers. Intervention teachers were assigned time to assess new students as they arrived at the school resulting in timely access to appropriate intervention.	Improved IMSL (R-7) and Yr 1 Phonics Screen results. DIBELS progress monitoring indicated improvement in oral reading fluency and accuracy.
Program funding for all students	Australian Curriculum	Teaching teams were provided additional time to plan and design literacy programmes aligned to the AC. All teams have planned using the AC units of work. All teachers took part in a collaborative moderation process to ensure consistency in teacher expectations and judgement.	Consistent pedagogy, learning goals and curriculum across all classrooms has resulted in a low variance curriculum. Content rich units of work were developed and trialed to build background knowledge, vocabulary and teach concepts in context. The students ability to write sentences correctly as well as using more sophisticated vocabulary has improved.

Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Better Schools Funding was used in combination with school resources to provide additional teachers and SSOs for literacy intervention programmes across the school.	Improved year 1 phonics screen. DIBELS data indicated all students had progressed in their ORF accuracy and words per minute. All students achieved their individual reading goals.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A