



Vale Park Primary School

2020 annual report to the community

Vale Park Primary School Number: 967

Partnership: Morialta

Signature

School principal:

Ms Fione Love

Governing council chair:

Rohan Wundke

Date of endorsement:

23 February 2021



Government
of South Australia
Department for Education

Context and highlights

Vale Park Primary School caters for students in Years R-7 and remains the school of choice in our area. It is situated 6.7kms from the Adelaide CBD. We began the year with 479 enrolments and finished the year with 486. It is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school's population includes 1.6% Aboriginal students, 16% students with disabilities, 12.7% students with English as an additional language or dialect (EALD) background, 0% children/young people in care and 8.8% of students eligible for School Card assistance.

The school leadership team consists of Principal, Fione Love (first year of her tenure), Deputy Principal Jo Catsas-Maroulis (Support, Special Needs, STEM & Wellbeing) & Assistant Principal Ann Shepherdson (Innovation & Pedagogy). We have 18 classes with four specialists: Physical Education, The Arts, Science and Japanese.

Vale Park has a very strong link with the community and embraces parent involvement in the school. Our Governing Council is strongly supported by parents.

We were able to deliver all our traditional school events, in one form or another, meeting COVID-19 guidelines. Students had many opportunities to be involved in Swimming, Sports Day, SAPSASA events, one 4/5 camp and a 4/5 excursion, Year 3 Zoo Snooze and classroom day excursions, Choir, Instrumental music, concert, SAKG, STEM Expo, assemblies, Year 7 Graduation and Book Week was re-introduced, with rave reviews.

Our Student Ambassadors underwent a new selection process. In 2020, year 6 and year 7 students applied and sat an interview with the leadership team. They represented the school at special events, such as the ANZAC service. There were also student led activities such as the casual clothes day raising money for a friendship bench and charities. One student won a whole school breakfast and food demonstration with Callum from Master Chef and NOVA FM. All were fun events with a lifelong learning opportunity.

We have a new running track, long jump pit and track, improved and upgraded the school's ICT: with new SMART screens throughout the school, all teachers received laptops and we upgraded our student R-3 Laptops and iPads. We have completed stage one of the redevelopments of the preschool and school transition area and cricket nets. With the Governing Council and staff, we produced a whole school long-term and short-term plan for our grounds that is practical and purposeful.

Our Year one class and a Year3 student won the state Primary Maths Association Award and the Year3 student won a state award. Our Year one teacher received recognition of her quality mathematics teaching.

Governing council report

The Vale Park Primary School students, leaders, teachers and community showed great resilience and community spirit in a year of dynamic changes from the norm with restrictions being applied and relaxed in response to COVID-19 on the advice of our health department and state leaders. Well done to the Students in 2020 on how they have adapted, becoming more independent – like at school drop off without parents.

We welcomed Fione Love as our Principal, supported by our Deputy Principal, Jo Catsas-Maroulis and Assistant Principal, Ann Shepherdson.

Our volunteers are the backbone of our school community and continued to support this year albeit with slightly less contact with COVID-19. Vale Park continued to have a high participation in after-hours sports thanks to our volunteers training, managing and coaching sporting teams. Our volunteers also help with the SAKG program, help in the classroom with reading, the canteen, excursions, fundraising and volunteering on GC Sub-committees – Finance, OHSC, Sports, Canteen, & Grounds.

A highlight of the Governing Council was to be involved in the IT infrastructure upgrade with new interactive televisions being installed in every classroom, laptops being provided for staff and more devices available for the students.

The School continued to see some physical enhancements with the resurfacing of the running track with an all-weather surface, a long jump pit and two cricket nets being installed and the commencement of the transitional area between the school and kindy. Planning is underway for a cover over the netball court with resurfacing and an outdoor classroom for 2021.

Rohan Wundke
VPPS Chairperson

Quality improvement planning

Our data indicated that we needed to concentrate on writing and in particular the higher bands so we changed the order of the goals to accommodate this and added the higher bands focus to both Numeracy and Literacy.

We assigned the Special Education Coordinator to a Literacy Coach to work with staff to address the higher band growth in particular literacy and maintained our Numeracy coach with a similar role for Numeracy.

Staff identified 6 high achieving students (2 high achievers, 2 just high achievers and 2 not quite high achievers) to monitor the progress in the higher bands.

Stephen Graham, presented Professional Learning on text types and each year level group committed to an action to improve their text type teaching pedagogy. Student outcomes to the commitments were monitored through the high achievers being able to demonstrate growth.

The school underwent an External Review in Term 3, resulting in 3 directions:

1. Collaboratively review the Site Improvement Plan (SIP):

In Term 4 the SIP was reviewed by the Executive and then the whole staff during a Pupil Free Day. Resulting in a revised Literacy challenge of practice, reducing the SIP plan to two goals, merging the third goal of Engagement into an action plan and into the two other goals. New targets were set and reviewed during a staff meeting. The targets are aimed at increasing the amount of high achieving students.

2. Engage and Challenge all learners by identifying their learning needs and providing timely feedback. Some teachers have implemented Bump it Up Walls and engaged with the Learning Design and Moderation (LDAM) coordinator to improve formative feedback practices.

3. Developing a professional, collaborative learning culture through decision-making process

A new decision making model has been developed and agreed upon by staff to trial for 2021. Featuring an executive team with representatives from each year level team, numeracy coach and leadership. Staff meetings three times per term will be in year level teams, led by a team leader and leadership.

The Numeracy Coach worked with staff to enable them to test students for mathematical bench marks and how to program students to reach the bench marks. She also worked in the 6/7 and 4/5 team to introduce learning sprints, and to encourage learning growth for all students. This will be a teaching pedagogy that the numeracy coach will continue to work with teams as well as a whole class intervention model for the Early Years.

2020 has been a successful year for all of our students and school with learning growth occurring right across our school for all students, new learning opportunities and programs were introduced and an ongoing focus on every child being successful every day.

MiniLit and MacqLit have been introduced as an intervention program, run by an SSO team and led by the Deputy Principal. Heggarty phonological program has been introduced to the Early Years, R-2. The Early Years team will continue to improve on its phonetic and phonemic strategies.

The literacy focus next year will be on establishing Professional Learning Communities (PLC), Years 1-7 staff attending Writing Plus and the Early Years writing a literacy scope and sequence. We have opted to employ a partnership literacy coordinator for one day to coordinate the writing plus implementation.

Improvement: Aboriginal learners

VPPS currently has eight Aboriginal learners (1.66% of all students). Two students are in Year 2, one in Year 4, one in Year 5, one in Year 6 and 3 in Year 7. A further three students left the school during the year.

Data shows that three of our students are designated to be chronic non-attenders. We are working with the families of these students as well as with Department for Education (DFE) attendance officers and social workers to address this issue.

This year, VPPS focused on the collection of Aboriginal learners' data. VPPS analyses NAPLAN, PAT and class-based assessments to inform the teaching of Aboriginal learners. Teachers use the DFE OnePlan documents to ensure school programs are inclusive and personalised for each Aboriginal child.

The Aboriginal Education Teacher (AET) works with staff to collect and analyse literacy and numeracy data. Individual Aboriginal learner data is compared against Standards (SEA). Aboriginal learner capabilities have been tracked according to the Literacy and Numeracy progressions to inform next steps. Learning goals are set for each Aboriginal learner. All Aboriginal learners receive additional in-class and out-of-class support and intervention from the AET and Aboriginal Community Education Officer with a focus on reading, writing and numeracy.

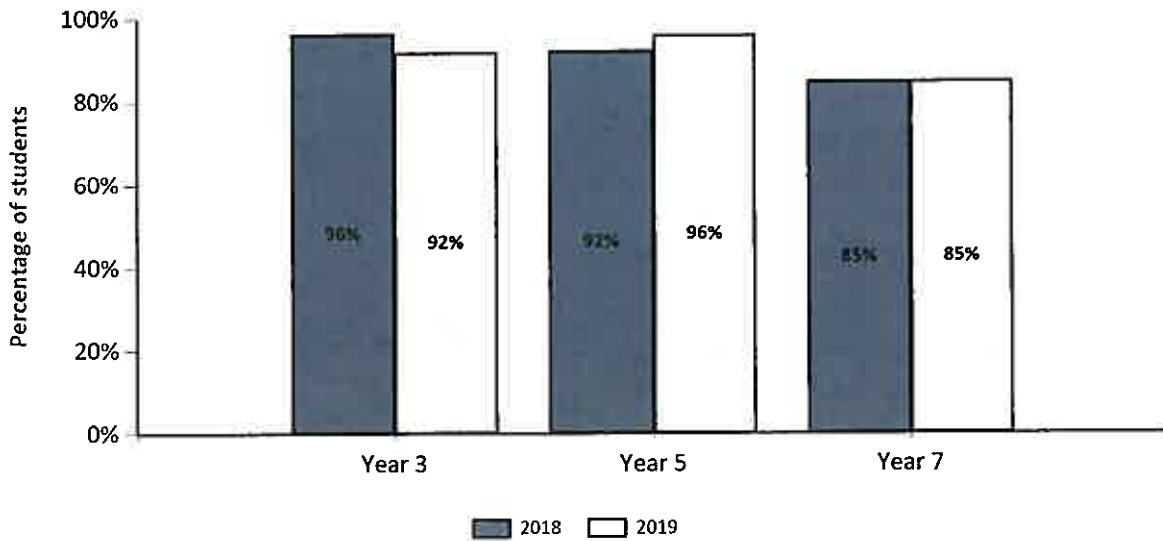
The needs of our Aboriginal learners are articulated in our Site Improvement Plan.

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

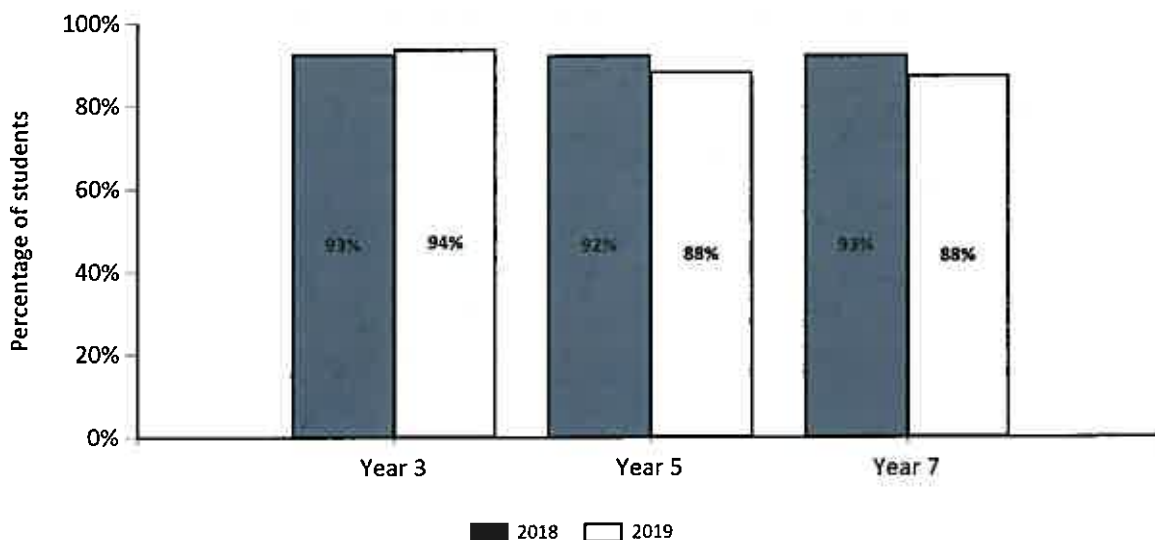


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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%	21%	25%
Middle progress group	52%	52%	50%
Lower progress group	15%	27%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	34%	31%	25%
Middle progress group	48%	41%	50%
Lower progress group	18%	28%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 2019	100	100	60	42	60%	42%
Year 3 2017-2019 Average	69.3	69.3	40.3	28.3	58%	41%
Year 5 2019	52	52	27	13	52%	25%
Year 5 2017-2019 Average	49.7	49.7	24.7	14.3	50%	29%
Year 7 2019	40	40	9	14	23%	35%
Year 7 2017-2019 Average	39.3	39.3	12.3	13.0	31%	33%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

Vale Park continues to maintain steady growth in 2020. Students reaching bench marks have been maintained and high achieving students continue to be a focus area for improvement. The school focus is for every child to demonstrate growth.

In 2020, 69% of our Year 1 students achieved the benchmark in the Phonics Screening Check. After retesting in Term 4 an additional 11 students (19%) reached benchmark, bringing the total to 88%.

In 2020, 77% of year 1 students reached SEA (Level 13). In 2019, 71% reached reading benchmark. In 2020, 89% of year 2 students reached SEA (Level 21). In 2019, 82% reached reading benchmark.

A – E data for years 1 – 7 in English & Mathematics

Year level	Grade %	N/A	E	D	C	B	A
1	English			14.29	61.22	24.49	
	Mathematics			10.2	63.27	24.49	2.04
2	English			4.11	69.86	24.66	1.37
	Mathematics			2.74	67.12	24.66	5.48
3	English			9.2	68.97	20.69	1.15
	Mathematics			13.79	51.72	31.03	3.45
4	English	1.09		4.35	60.87	30.43	3.26
	Mathematics	1.09		7.61	58.7	28.26	4.35
5	English			5.77	59.62	30.77	3.85
	Mathematics			7.69	44.23	40.38	7.69
6	English		2.04	22.45	55.1	18.37	2.04
	Mathematics		2.04	12.24	65.31	20.41	
7	English		2.7	18.92	43.24	29.73	5.41
	Mathematics		2.7	18.92	27.03	27.03	24.32

In 2020 results in PAT-R range from 88% to 92% of students reaching Standard of Educational Achievement (SEA) in each year level. 88% of year 3 students reached SEA, 90% of year 4 students reached SEA, 92% of year 5 students reached SEA, 89% of year 6 students reached SEA and 91% of year 7 students reached SEA.

In 2020 results in PAT M range from 82% to 98% of students reaching SEA in each year level. 89% of year 3 students reached SEA, 97% of year 4 students reached SEA, 98% of year 5 students reached SEA, 83% of year 6 students reached SEA and 82% of year 7 students reached SEA in PAT M.

Year levels teachers collected high achieving student data using teacher perception and class data sets: R-2 identified a lengthening gap between SEA to high achievers, 3-4 increased the amount of high achieving students, Years 4-7 saw a decrease in the amount of high achieving students

In 2021 Writing will continue to be a focus area of improvement and in particular high achieving students demonstrating growth in accordance with our NAPLAN writing data.

Attendance

Year level	2017	2018	2019	2020
Reception	94.5%	92.7%	94.6%	94.1%
Year 1	94.0%	94.6%	93.5%	93.1%
Year 2	93.1%	93.9%	94.7%	91.6%
Year 3	95.2%	94.3%	94.2%	93.1%
Year 4	94.4%	94.8%	94.2%	94.4%
Year 5	94.0%	93.6%	94.6%	91.3%
Year 6	94.4%	95.1%	92.1%	92.7%
Year 7	93.7%	93.5%	93.1%	91.7%
Total	94.2%	94.0%	94.0%	92.8%

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

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

Attendance comment

Attendance (92.8%) has decreased slightly from the average of 94% over the 4 years. We have procedures in place to intervene when attendance patterns indicate students are at risk. Class teachers/leadership meet with families, send letters home or call for chronic non-attenders. Leadership make referrals to work in partnership with regional support services to develop actions plans when severe non-attendance persists.

Staff follow school procedures to follow up absences regularly. All unexplained attendance is followed up by email to the family on same day of absence. We inform our community regularly about how student learning and well-being is affected from regular absenteeism, early departure and lateness.

Vale Park maintained a healthy attendance during COVID: T1 91%, T2 95%, T3 94

Behaviour support comment

Since 2013, the school has conducted a bullying audit for years 3-7 and a safety audit for years R-2 at the end of each term. The audits are used to analyse the bullying and harassment data and respond with strategic and deliberate change enacted. Ongoing monitoring shows that almost every student feels safe within the school environment. Most students at the school manage their own behaviour without assistance, solving social problems with positive choices. Ongoing issues are primarily related to repeat behaviour by a minor group of students with complex needs. Three students were internally suspended for breaches of the school's Code of Conduct. The Pastoral Care Worker provides individual support to several students. The focus on documentation and the collection of student data has resulted in obtaining IESP funding to further support the social and emotional behaviour for specific students.

Client opinion summary

This year we had 222 families, approximately 55% respond to the Parent Survey. Results indicate a high level of satisfaction in all areas. The following indicate the percentage of parents who agree or strongly agree with the statement:

93% - Teachers and students treat each other with respect at the school (4% abstaining)

79% - I feel my child is important to the school (15% abstaining)

88% - I receive enough communication from the school (7% abstaining)

68% - I know what standard of work the school expects of my child (20% abstaining)

76% - I have useful discussions with the school about my child's learning (16% abstaining)

71% - the school encourages parents to help students to learn (22% abstaining)

50% - The school provides me with useful tips on how to help students learn at home (31% abstaining).

The overall disposition of children from Years 4-7 at Vale Park continues to be positive. Results from students indicate that 97% believe teachers clearly explain what students are learning and 95% claim that teachers give feedback, supporting them to understand how they are going and how to improve. 94% stated that teachers provide students with extra help when needed. Two areas of growth will be to look at more activities for students to be involved in during break times and strategies to make friends (79% of satisfaction in these areas).

Approximately 90% of students indicated they feel happy, optimistic, connected to school, a sense of belonging and safe at Vale Park Primary School. With 66% of students reporting they are active in after school sport and music programs we will continue to promote our extensive out of school programs for students.

Staff completed the Department for Education Perspective Survey this year. Leadership discussed the issues important to staff and selected 'Voice' as an area to focus on in 2021 in order to drive engagement. Leadership have begun working with staff to look at ways for staff to speak up about ways in which the school can improve and how staff opinions and suggestions are given significant consideration in the school's decision making processes. Staff were encouraged to generate as many ideas as possible about how to improve this focus and voted on identifying a few actions that will have maximum impact on our school's priorities. The school selected reviewing the Assessment and Reporting format and discussion time in staff meetings as two focus points for next year.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	8.0%
Other	3	3.4%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	32	36.4%
Transfer to SA Govt School	44	50.0%
Unknown	2	2.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Vale Park Primary School is compliant with the Department for Education's Working with Children Clearances practices & procedures. A record of relevant history screening is maintained by an appointed administration officer. Sighting and recording of clearance information is recorded on EDSAS, with staff information also recorded on our Human Resources system. Outside agencies and visitors are verified when attending the site for the first time. Shared use agreements such as the use of our gym, and copies of all screening documentation are kept at the site. Staff are kept updated on changes to policies and practices and explicit information is provided to the community on expectations. Vale Park Primary has approximately 70 regular volunteers who support in the Stephanie Alexander Kitchen/G

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	41
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	26.7	1.2	8.1
Persons	0	30	2	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,943,150
Grants: Commonwealth	\$0
Parent Contributions	\$278,848
Fund Raising	\$3,500
Other	\$62,924

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

2020 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 2020 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 social and emotional success both in and out of the classroom.	Students had no suspensions and office intervention dropped 94% from Term 1.
	Improved outcomes for students with an additional language or dialect	0.8 ELAD teacher and 6 hour BSSO skilled in a variety of Indian languages employed. SSO employed to run an Early Years language development program.	93% of Years 3-7 EALD reached PAT-R SEA and 92% reached PAT-M SEA.
	Inclusive Education Support Program	All IESP students with a verified disability have updated One Plans and receive direct support by SSO and/or class teacher to achieve their goals. Goals are set from reports, specialist support services or classroom.	Students received specific intervention according to their learning needs.
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	8 ATSI students have updated One Plans. The 0.2 AET and ACEO (10.5 hours) supported students in class and yard with their learning goals. 3 students have chronic attendance issues and the school has worked closely with families and attendance officer. Trained 4 SSO's to implement MiniLit & MacqLit reading intervention program. Stephen Graham literacy consultant trained and modelled improved teaching practices to all teachers. Phonemic awareness program developed for early intervention for all Reception - Year 2 students. Attendance: Two students have plans.	2/2 Early Years ATSI students reached Running Records benchmark and 63% students reached PAT-M & PAT-R SEA. 38% of SWD reached PAT-M and 63% reached PAT-R SEA.
Program funding for all students	Australian Curriculum	Stephen Graham literacy consultant trained and modelled improved teaching practices. All teachers set team commitments to action to improve text types. All teachers used pre and post tests to determine programming.	Teachers have begun to use "bump it up walls" based on the pre test criteria.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	MiniLit & MacqLit was introduced during Term 3 2020. Participating students were identified. Literacy Coach worked with teachers to promote higher expectations of students. Berry Street: Trauma training was introduced.	Teachers have noted that students are focused during lessons.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

