



Vale Park Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Vale Park Primary School Number: 967

Partnership: Morialta

Name of School Principal:

ANNE CANNIZZARO

Name of Governing Council Chair:

MATTHEW HEDGES

Date of Endorsement:

12/12/2016

School Context and Highlights

In 2016 Vale Park had enrollments of 446 students, an increase of 64 students from 2015.

2016 was characterized by a high demand for enrollments across a range of suburbs. We conducted four Principal tours during the year receiving excellent feedback and people wanting to register expressions of interest.

As STEM Focus school all classes regularly engage with STEM related activities, this was supported by a STEM conference for all teachers in term 1. A culmination of our ongoing work occurred in term 3 with a Grandparents day that focused on STEM Innovation.

Other activities this year included:

3 winners in the 2016 DECD/PMA Mathematics Challenge

Development of our S.T.A.R – Solving Situations model to support students both in the yard but equally applicable for use with their problem solving in Mathematics, Science and other disciplines.

100 per cent participation by students in the Be Active and Premiers Reading Challenge campaign

Sports Day - Once again this was well attended by our community to support the teams in the battle of the Houses.

We hosted 12 Korean Students as part of the IES program this year.

Growing for the Future our school slogan also became the name of our beginning of year program. This program covers harassment and anti bullying strategies,

Development of S.T.A.R – solving situations model. The staff have worked on this model and now use it with students to look at how we can successfully reach solutions for situations, rather than seeing things as a problem with no possible solution.

Our School was selected to host the National Day of Action – which Minister Susan Close Launched.

A small group of teachers went to Sydney to a STEM conference.

We extended our kitchen as part of the SAKG program and we are taking delivery of two new classrooms.

This was the first year we have had sufficient Aboriginal students, to entitle us to an Aboriginal Education Teacher and an ACEO. As a result we have a beautiful new mural and a Reconciliation Day to be proud of.

We continued to work with the ABC through BTN and ABC News 3.

Channel 7 helicopter visited our school in late September to the delight of students.

We raised just over \$2300 for our Fijian school to buy computers. As a result we were nominated for the Pride of Australia Award.

Our new yard and painted activities looks amazing.

It's been another busy year.

Governing Council Report

2016 has been another great year for VPPS and it has been my privilege to be Chairperson for the VPPS Governing Council.

The council continues to be well served by council members who are positive, pro-active and involved parents.

As we approach 2017 and see the growing number of enquiries about enrolments, it is clear that the school's excellent reputation continues to grow.

The SAKG program continues to be highly regarded by the school community and is a significant draw card for prospective families and adds greatly to the school's well rounded approach to student development.

The school continues to look at a long term plan for school facilities, with plans drawn up with the generous assistance of a member of the school community. The replacement of the main quadrangle with new bitumen at the start of the year has significantly enhanced the appearance of the school with a great deal of positive feedback.

The fund-raising subcommittee continues to do an outstanding job of raising funds for the school.

Sport's Day and End of Year concert were very successful this year, with the concert in particular drawing significant feedback from numerous people as 'the best ever' held at the school.

The OSHC has had a good year under a new director providing some much need stability. The positive feedback highlights how well the OSHC has been working in 2016. This will continue in 2017 as a third party provider has been engaged to take over the day to day management of OSHC. This decision will enable school leadership to focus on other school priorities and we are confident the OSHC will continue to deliver a very high standard of service.

The most exciting activity in 2016 has been the planning of the school's Chromebook program. GC and school staff spent a great deal of time researching many of the possible options for computer-based learning. It became clear that Chromebooks provided the best fit for our school community and we are excited to see the implementation of the program commence in 2017 for years 5-7.

The future of VPPS is very bright. The school community continues to be very active and supportive of the needs of the school and the wider school community. The VPPS GC would like to thank Principal Anne Cannizzaro, Deputy Principal Jo Catsas-Maroulis and all the dedicated staff at VPPS for their continued efforts at the school.

Improvement Planning and Outcomes

STEM has been a whole school focus for the last two years. Staff attended a District Mordialta Partnership STEM Conference held at Norwood Mordialta High School and 5 staff members attended the National Future Schools Conference. A STEM Committee has been formed to ensure a shared and common understanding of STEM. Staff have been working as a cohesive team to develop a statement that accurately defines STEM for our school. This work enabled the staff to clarify their understanding of STEM, the interdisciplinary nature of the subjects and what it looks like in our classrooms.

We continue to be at the beginning stages of this program but have made significant steps. We now have a Strategic Plan, staff actively share ideas and resources, and every staff member is expected to incorporate STEM into their program. This year we were able to invite grandparents and parents into the school for a STEM Expo, this highlighted the work that classes had been engaging in during the year. Over 700 people attended our Expo, showcasing students work on STEM components from all curriculum areas. The feedback was very positive about the quality of learning outcomes. We have built a strong partnership with Norwood Mordialta High School. A small group of students from Years 5/6/7 have been involved in a STEMmies Programme, on a 5 week rotation, with Year 10 students from Norwood Mordialta High School. In Term 4, ten Years 5-7 students took the opportunity to attend an after school STEM Club at Norwood Mordialta High School and this program will continue to be available for our students in 2017. Three staff have been involved in a preliminary session for a STEM Research Project, in partnership with Uni SA, based on intellectual stretch through questioning. The content is to be delivered in 2017. Two staff members have been nominated to be a part of a Year 7/8 STEM Project, collaborating with our partnership, working on Inquiry based learning. The initial phase being in Term 4, 2016. Many resources have been purchased to support the STEM focus; 18 Ozobots, 12 Makey Makey, STEM picture books and teacher reference books. This year all students in Years 3-7 participated in the BEBRAS Computational thinking challenge in September, with 4 students gaining a high distinction.

For two years, Mathematics has been a focus for Vale Park. During 2015 and 2016 teachers and SSOs have worked closely with "Learning Journeys". This has allowed all staff to be involved in maths mentoring sessions. Each teacher has worked within year level or specialist teacher groups, allowing for professional discussion and consistency to occur regarding maths and its delivery within the classroom environment. The Maths Committee has provided visual resources, with an emphasis on maths language, to all teaching spaces. These resources are displayed, and used throughout our school, promoting the use and understanding of common maths language and concepts among students and staff. As a site, we have undertaken an audit of all maths resources that are available to teachers. This ensures all students and classes have access to age appropriate maths equipment within their classroom. In addition, the maths storage room was sorted and labelled, giving staff greater access to resources that help to support the delivery and teaching of the mathematics curriculum. Staff feedback was sought to identify and purchase additional and relevant resources that benefit maths teaching and learning at Vale Park Primary School. Throughout the year the Maths Committee has worked through several agenda items that have supported our continued development towards a consistent approach and delivery of Mathematics at Vale Park.

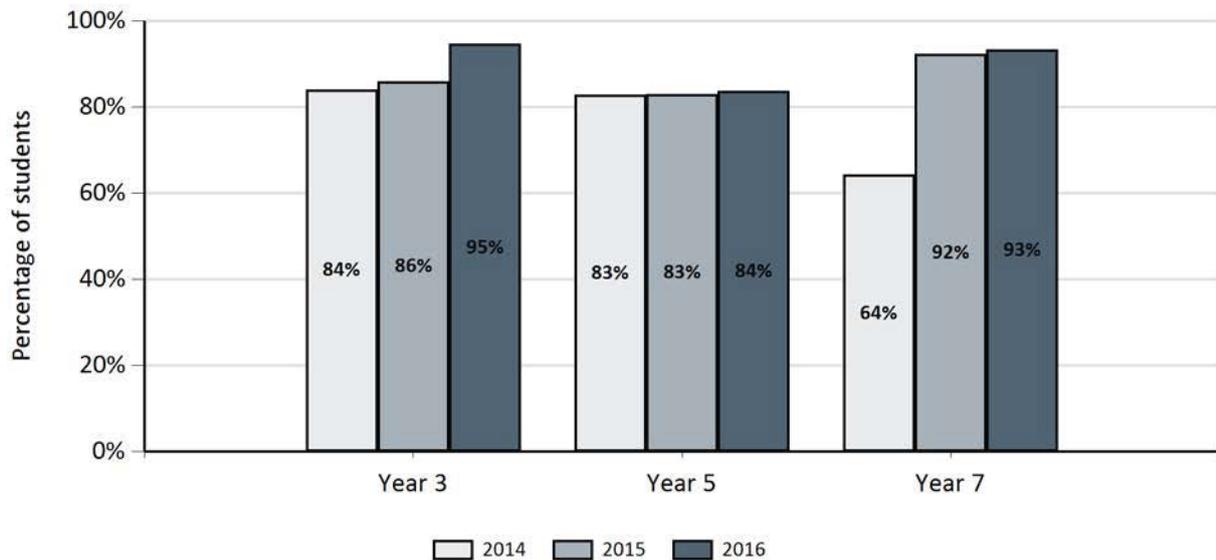
Staff analysing student data continues to be an area of growth in 2017.

Performance Summary

NAPLAN Proficiency

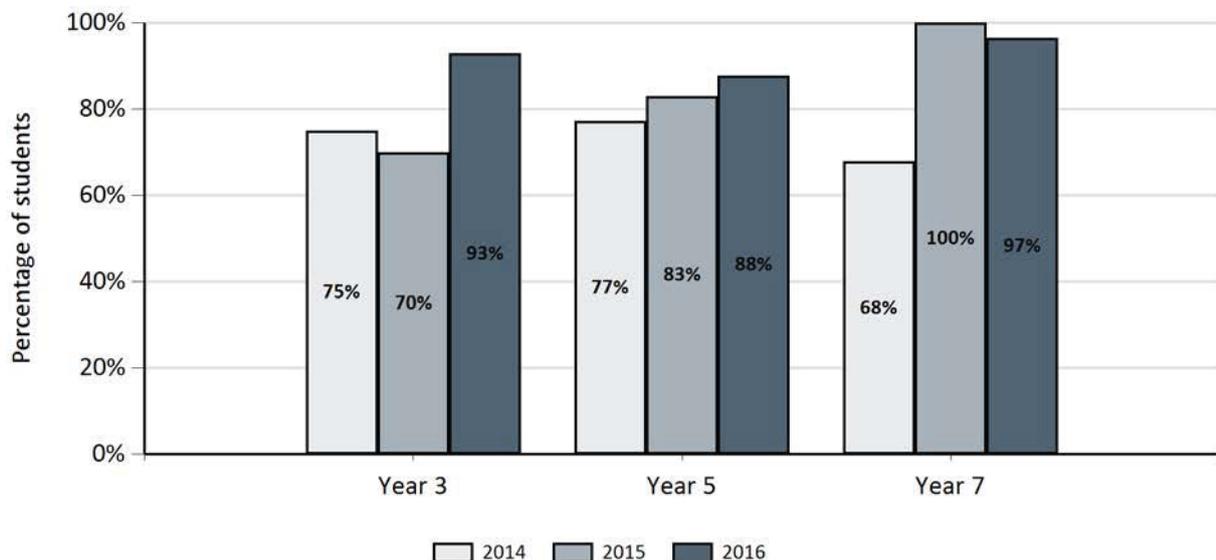
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	23%	14%	25%
Middle progress group	53%	62%	50%
Upper progress group	25%	24%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	15%	36%	25%
Middle progress group	41%	36%	50%
Upper progress group	44%	29%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	57	57	44	29	77%	51%
Year 3 2014-16 Average	50.3	50.3	31.0	20.0	62%	40%
Year 5 2016	49	49	27	17	55%	35%
Year 5 2014-16 Average	43.7	43.7	19.7	12.0	45%	27%
Year 7 2016	30	29	11	13	37%	45%
Year 7 2014-16 Average	28.0	27.7	9.0	8.7	32%	31%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

Particularly pleasing this year is the growth that students at Vale Park have made. In Reading, at both Year 3-5 and 5-7 we have less students in the lower progress group than the state. In the middle progress group we are above the state in both Year 3-5 and well above the Year 5-7 group.

In Reading the results were pleasing in Year 3 and 5 but improvement in Year 7 is required. 77% of Year 3 students achieved in the top two bands this year.

In Year 1 26% of students are in the lower levels of the reading, while a further 45 % are at benchmark or above and 29% of our students have reached the higher bands. Moving more students into the upper bands remains a focus for our Reception - Year One teachers in 2017.

9% of Year 2s are in the lower band, 21% are working towards the higher band, while 70 % have reached or surpassed the higher bands.

In numeracy, we had mixed results. At Year 3-5 we had fewer students in the lower progress group but a higher than state average in the Year 5-7 group. In Year 3-5 and Year 5-7 we had more than the state in the upper progress group. This means we still have some work to do to move more of our Year 5-7 group up into the higher progress group.

Overall our results show we still have work to do with teachers and students in Mathematics to move them into the top two bands.

In numeracy, there were signs of improvement in the percentage of students who achieved in the top two bands. Year 3 rose 11%, Year 5 rose 8% and Year 7 rose 14%.

We feel that the the Mathematics Mentoring project that we have implemented has had a positive impact on the confidence, collaboration and consistency that has developed across the school. Staff have commented that their knowledge of and confidence with using mathematics has grown considerably as a result of the two years that have worked with the same mentor. We are working towards a whole school agreement in mathematics that will help build even greater collaboration and consistency in practice and vocabulary.

We continue to examine our data as a whole staff, to develop greater ownership and understanding of the achievements being made by our students. In 2017, it will be an expectation that staff will closely monitor and report with evidence to their line manager, the growth that identified students are making during the year. Our focus will continue to be retaining students in the top two bands of NAPLAN.

Attendance

Year level	2014	2015	2016
Reception	92.9%	92.9%	94.9%
Year 01	93.2%	93.2%	95.5%
Year 02	94.0%	92.0%	94.4%
Year 03	95.6%	93.2%	93.8%
Year 04	94.9%	94.6%	95.0%
Year 05	91.3%	95.8%	95.9%
Year 06	95.9%	91.8%	96.4%
Year 07	94.0%	94.0%	92.3%
Total	93.9%	93.4%	94.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

The school follows up unexplained absences through phone calls and emails and regular contact with parents. There have been three families that have had consistent non-attendance and the attendance officer has been involved in meetings with the school and parents. An attendance plan with strategies and goals have been developed and agreed on by two parents and the school. These plans are ongoing and are continually reviewed and monitored to reduce the amount of non-attendance. One child has had a serious medical condition and is in the process of seeking an exception but still working closely.

Behaviour Management Comment

The school conducted a bullying audit for year 3-7 and a safety audit for years R-2. The audits showed that bullying and harassment has declined significantly by 50% from the start of the year. There has been areas that have been identified from the audits and this was discussed by staff and as a result an extra yard duty teachers have been introduced to address this. The R- 2 safety audit data indicates that students are feeling more comfortable and secure in 22 identified areas and 100% of students felt safe in 8 areas. The footy goals on the oval were identified as an area where 12 % students did not feel safe. Staff discussed ways to address this.

Client Opinion Summary

The whole school was given the opportunity to participate in the Parent Opinion survey and out of 319 families, 56 responded with accounted for 18% of the school community.

Over 85% parents who responded to the parent opinion survey agreed or strongly agreed that:

- Teachers expect students to do their best
- Their child feels safe at school
- They can talk to their child's teacher about concerns

The survey also showed that over 80% of parents that responded either agreed or strongly agreed that:

- Teachers at this school treat student fairly
- The school is well maintained
- Their child likes being at the school
- The teachers at Vale Park Primary motivate their child to learn.
- My child is making good progress at school.

The survey also showed a small number of parents that neither agreed nor disagreed on the questions

The results of the parent opinion survey were shared with teaching staff to discuss the positive aspects of the survey as well as the areas that could be addressed to give parents and community more information about the variety of teaching programs at Vale Park Primary

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	11.1%
Other	1	1.9%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	17	31.5%
Transfer to SA Govt School	29	53.7%
Unknown	1	1.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

We continue to sight and collect copies of all RAN and Relevant History Screening from all volunteers, contractors and third party providers and enter this data on the DECD Human Resource system. All visitors must report to the front office and wear a badge identifying them as a visitor. Signs around the school reinforces this message. All staff are trained in the Child Protection Curriculum. The school has conducted three RAN training sessions throughout the year and there has been a total number of 43 parents and community members that have been trained.

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	49
Post Graduate Qualifications	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	25.0	0.8	5.7
Persons	0	26	1	11

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	3,769,390
Grants: Commonwealth	15,000
Parent Contributions	193,332
Fund Raising	25,712
Other	146,866

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Student has worked consistently with an SSO to develop his confidence and assist him in managing his outbursts.	No suspensions in 2016 compared to 3 in 2015.
	Improved Outcomes for Students with an Additional Language or Dialect	We employ a BSSO in Korean language to support students who are IES full fee paying students.	Students are developing confidence. Teachers feel better able to support needs.
	Improved Outcomes for Students with Disabilities	NEPs and ILPs have been updated. All NEP students receive support through SSOs and Wave 2 students work with our Special Education Teacher.	Teacher and parents determine learning goals.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Twelve ATSI students have updated ILPs. The group call themselves the 'Wilderness Mob'. All students identified as EALD have updated Literacy and Learning levels. Students identified as not reaching NAPLAN benchmark or Standard of Education Achievement in PAT-R receive EALD support with Special Education teacher.	One student receiving APAC funding exceeded running record benchmark for Year 1. All other ATSI students reached NAPLAN benchmark in reading and numeracy.
Program Funding for all Students	Australian Curriculum	We have worked intensively with our CPAC to increase teacher knowledge and confidence.	
	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	Has been used to support our Stephanie Alexander Kitchen garden program.	All students across R-7 accessed the kitchen and garden program.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	the 0.2 has become part of the Deputy Principal role.	Students are supported and counseled using a restorative justice approach.