



Photography By Sarah D...

# St Leonards Primary School

## 2021 annual report to the community

St Leonards Primary School Number: 0391

Partnership: Holdfast

Signature

School principal:

Mr David Henty-Smith

Governing council chair:

Mel Perkins

Date of endorsement:

21 February 2022



Government  
of South Australia  
Department for Education

## Context and highlights

St Leonards Primary School is a fast growing school located 11 kms from Adelaide and is close to the beach and excellent family orientated facilities. St Leonards Primary School has become 'zoned' due to the pressure of increasing enrolments. Families living within Glenelg North and Novar Gardens are guaranteed placements in the future. St Leonards Primary School has a strong and proud history of success. As educators, we are committed to the educational and social development of our students, aiming for each child to reach their full potential. St Leonards takes pride in its reputation as a welcoming, friendly, child-centred learning community. Our School Motto: "Learning Together", Vision Statement "Building a community that inspires curious, creative and innovative thinkers", and our values of Respect, Resilience and Readiness drives what we do. During 2021 the school was externally reviewed and we continue St Leonards Primary School celebrated 100 years of public education. The school celebrated with a school fair which was attended by approximately 3000 people. The organizing committee should be commended on what was an amazing day.

The school priorities for 2021 were to improve student achievement in writing across the whole site. To increase the number of students in the top levels of achievement in reading. To increase the number of high achieving students in numeracy. St Leonards Primary School is a Category 6 school and has seen tremendous growth since 2010 with enrolments of 197 students to 425. Our students are from a wide demographic area and data shows that: • 16% of students were eligible for School Card. • 23.83 % of our students were from Non-English Speaking Backgrounds (NESB). • 13 % qualify for English as an Additional Language or Dialect (EALD) support. • 0.93% of our students identify as Aboriginal and/or Torres Strait Islanders. • 5.9 % of our students are identified as being a student with a disability. Our student attendance rates have remained stable with most absences related to family holidays and illness. Covid has certainly caused some issues. The attendance rate for 2021 was %92.9

## Governing council report

As we commenced last year we had no idea of what was in store but the flexibility and resolve of our faculty, SSO's and staff and our school community enabled our children to have a safe and enriching educational experience. I want to take this opportunity, to say a huge thank you on behalf of the Governing Council for your amazing efforts.

Despite the disruptions the SLPS Governing Council still maintained governance and our committees were in full swing, even able to plan an extraordinary event for SLPS's 100 year celebration. A huge thank you to the 100 year committee for your tireless effort in what was an amazing celebration of SLPS's history.

We welcomed a new OSHC Director, Catherine Appiah with Tayla Papageorgious as Assistant Director.

We would like to acknowledge and thank our Governing Council members for their diligence in participation and engagement and their tireless efforts in another challenging year.

## Quality improvement planning

St Leonards' 2021 improvement priorities were focused on the areas of reading and writing with an emphasis on implementing high impact, evidence-based strategies. An audit of literacy teaching and learning practices across R-7 identified the need for greater consistency across the school and alignment to evidence-based practice such as Explicit Direct Instruction, the implementation of Systematic Synthetic Phonics and an R-7 focus on the Big Six of Reading has increased continuity of learning for children and enabled greater teacher collaboration in learning design and assessment.

Pedagogy and Literacy Coaches worked closely with Year R-2 3-7 classes, supporting students to analyse assessment data from the standardised PAT-R, identify personal reading goals, strategies to achieve them, and to evaluate their progress in Term 3. Students conveyed these steps of their learning journey to parents in 3-way conferences and written reflections in their Term 2 and Term 4 reports. This process significantly increased student ownership of their learning, and their agency to improve reading comprehension. The focus on phonological awareness and phonics had a significant impact on writing outcomes in the Early Years. Reception to Year 2 children demonstrated expanded strategies to transfer their knowledge of the alphabetic code into their writing. This reduced some of the cognitive load on the mechanics of writing, enabling more thought to go into the authorial and creative elements of writing. All staff participated in professional development to apply the 7 Steps to Writing Success framework into their teaching and learning. This created significant momentum amongst staff and students, with a collection of writing samples in Terms 1 and 4 clearly demonstrating that students produced a greater quality and quantity of writing that engages the reader over this time. Four teachers trained as coaches to sustain this improvement agenda over a three year period.

Brightpath assessment tool helped teachers and students to be more targeted with very specific writing goals and to measure progress. We will also provide more structured time for the Writing Coaches to drive ongoing improvement with their knowledge of the 7 Steps to Writing Success framework and teaching strategies.

Evaluation of our improvement goals indicates that we need to be more targeted and specific to further progress in 2022. Our focus over the next 12 months will be on student writing and increasing the number of students in the top levels of reading. The key strategies for improvement across both of these areas are to increase teacher and student capacity to engage in dialogue that enhances learning and build teacher capacity to provide quality differentiated teaching practice. Increasing frameworks and structures to support teacher collaboration will also have a positive impact on collective teacher efficacy and therefore contribute to improved learning outcomes for all students.

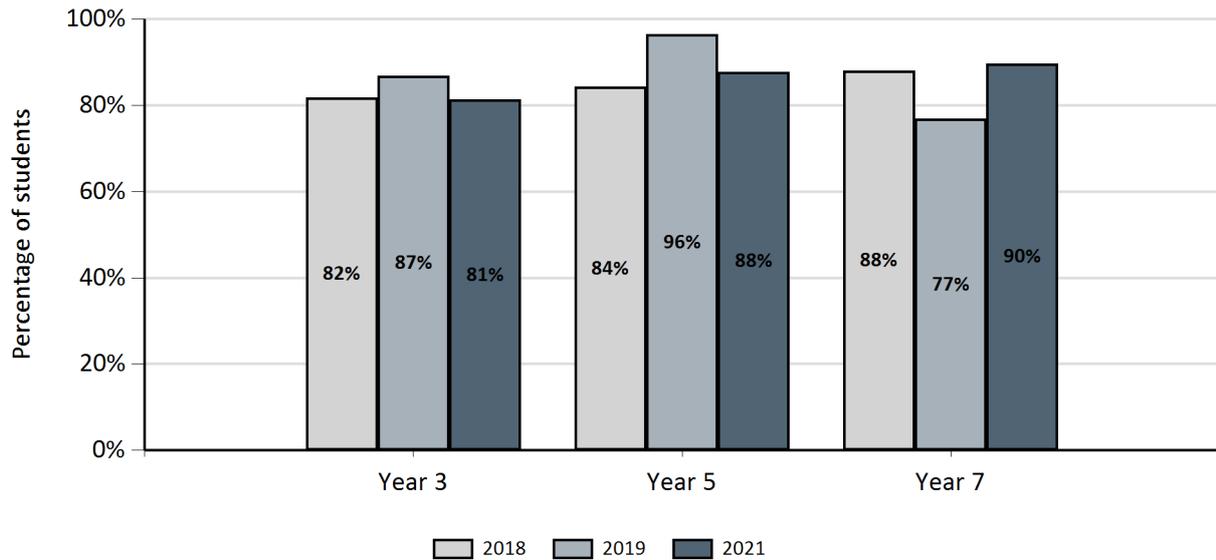


# Performance Summary

## 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

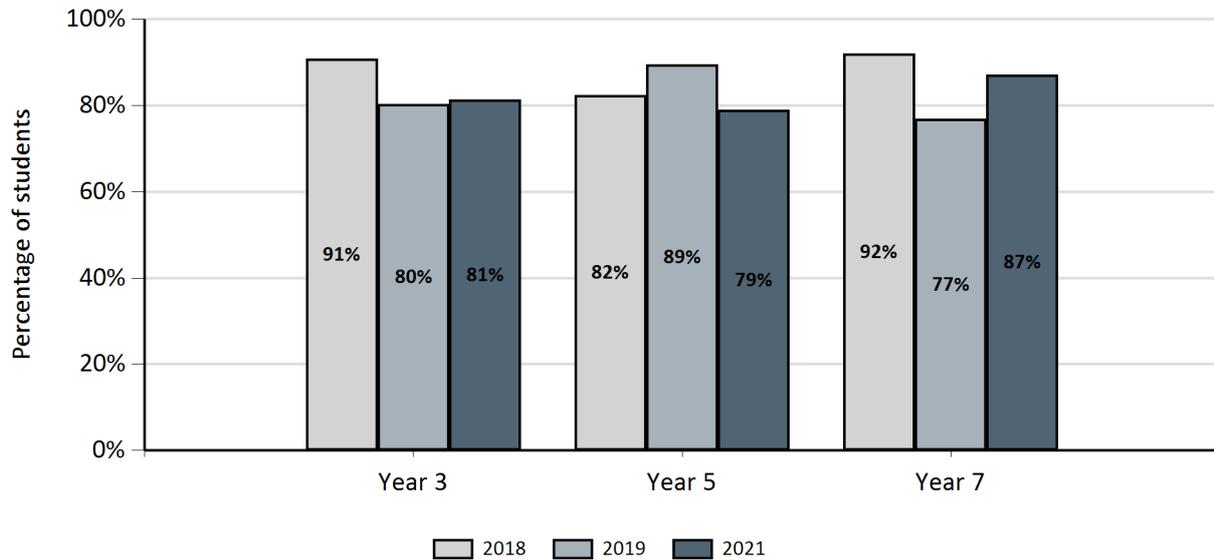


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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	49%	36%	33%
Middle progress group	37%	45%	48%
Lower progress group	14%	18%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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	31%	48%	33%
Middle progress group	40%	45%	48%
Lower progress group	29%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	43	43	24	13	56%	30%
Year 3 2019-2021 Average	52.0	52.0	25.5	17.5	49%	34%
Year 5 2021	57	57	25	12	44%	21%
Year 5 2019-2021 Average	57.0	57.0	23.5	13.5	41%	24%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

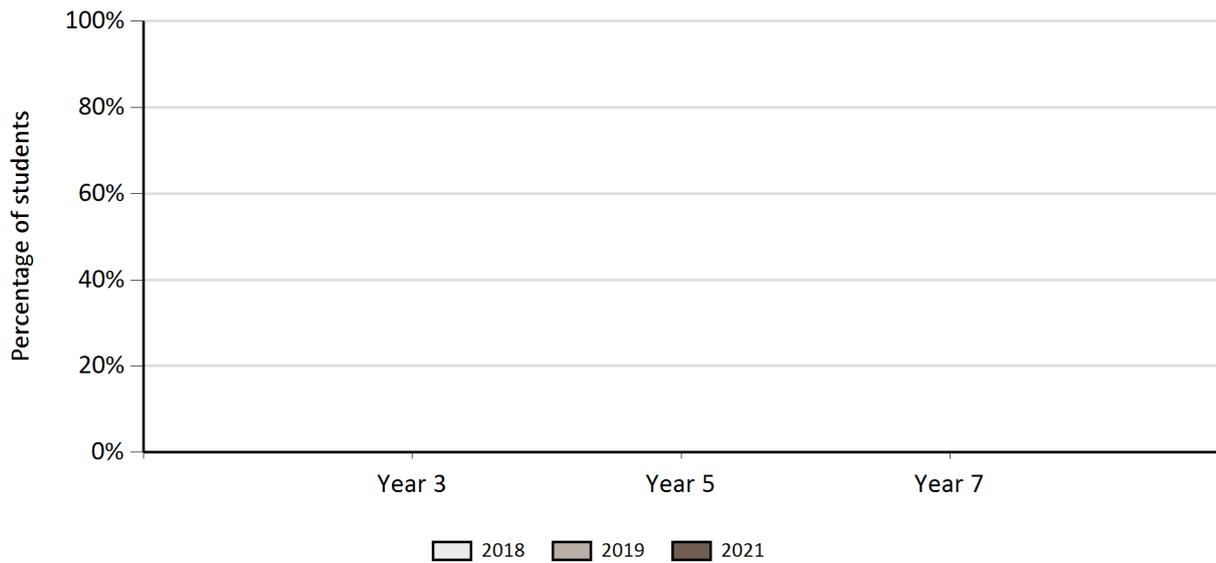
<sup>^</sup>includes absent and withdrawn students.

\*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



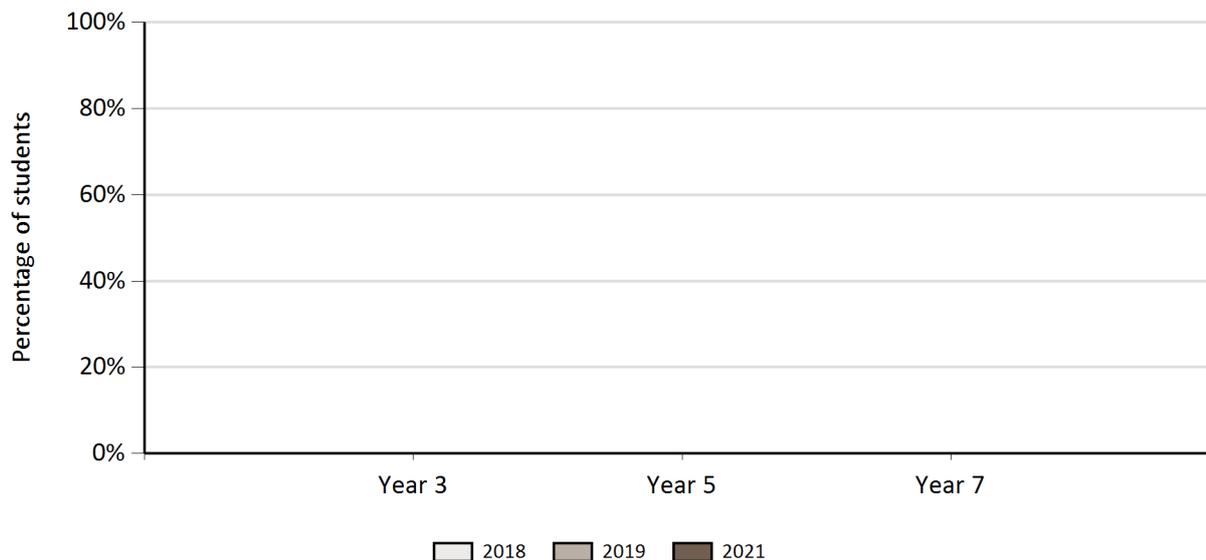
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

# 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>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 2021: Tracking & Monitoring

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

St Leonards proudly recognises our first nation's learners. We also recognise that we work and teach on Kurna land. Our aboriginal learners are supported through an Aboriginal Community Education Officer and a first nations teacher who works as a classroom teacher in our school.

Our key actions for 2021 included Leadership identifying our Aboriginal students and holding regular meetings with each teacher looking at data and needs of the student.

Photo folders of each aboriginal learner in the school were produced for all staff. A First a nations map is now proudly displayed in our front office with each learner identifying their country. Termly meetings held with leadership team and teachers to discuss and monitor achievements in Literacy and Numeracy of our learners.

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

OCOPS were updated for each of our Aboriginal learners in line with the education department policy.

5 of our learners met the standard of educational achievement (SEA) in both literacy and numeracy tests.

Those who didn't make SEA were identified and support put in place. This has included the Maqlit literacy and too smart math's intervention groups as well as working with our ACEO Zac.

# School performance comment

Once again students at St Leonards primary school have achieved some excellent results in many of our testing measures we undertake at school.

Taking a deeper look and our NAPLAN reading results for 2020 to 2021 showed 49% of our year five students were in the upper progress group for reading and 36% of our year seven group were in the high progress group the state average was 33%

Looking at our year 7 results in numeracy we saw some pleasing trends over the school 48% of our year seven students were in the high progression group compared to the state average of 33%. Our year five group was slightly down. 30% of our year 3 students achieved results putting them in the top bands.

These figures were pleasing considering the impact COVID has made on learning.

Looking at our site improvement plan targets for 2021, we managed to see some very positive results once again.

## Writing

Target 90% of students reach the national minimal standard (NMS) in NAPLAN Writing. During 2021. 75% of students reached the NMS 2021.

Target Year5 and 7 cohorts retain the same percentage of Higher Bands Achievement as 2018 (6% and 29% respectively).

During 2021 we retained 29% of our students in high bands in year 5 and 18% of our students in year 7

95% of students show 12 months growth in Brightpath assessments in Term 3. Data indicates that all students progressed and most achieved the target.

## Reading

Target 80% Year 1 students achieve the phonics screening benchmark of 28- We achieved below our target and this currently being addressed.

Target increase in reading levels in year 2 RR results. Data analysis shows 75% of our students were in the top 2 levels of running results.

Target 90% achievement of SEA in NAPLAN Reading. 86.3% achieved the SEA

Target 50% HB in Yr 3, 44% HB in Yr 5, 30% HB Yr 7. 56% of our year 3 students achieved in the high bands, 44% of our year 5 students achieved in the high bands

## Numeracy

Identified students are retained in the higher bands with 45% in Yr 5 and 22% in Year 7 NAPLAN Maths. 21% of students in year 5 students were retained in the high bands and 44% of our year 7 students were retained.

# Attendance

Year level	2018	2019	2020	2021
Reception	94.3%	95.0%	87.3%	95.0%
Year 1	94.2%	93.3%	89.6%	93.8%
Year 2	93.0%	93.5%	88.7%	93.8%
Year 3	94.8%	94.5%	87.0%	93.4%
Year 4	94.1%	94.3%	87.6%	92.2%
Year 5	93.4%	94.1%	86.2%	92.3%
Year 6	89.9%	94.2%	87.5%	93.7%
Year 7	91.5%	90.9%	87.5%	88.1%
Primary Other	N/A	N/A	95.0%	N/A
Total	93.4%	93.9%	87.7%	92.9%

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

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

## Attendance comment

Student attendance was slightly below the Department target of 95%. Staff are aware of student attendance and are proactive when an issue may present. Time is set aside in staff meetings to discuss attendance. Attendance is also constantly monitored using Sentral with students showing concern being highlighted and then referred to the Principal for follow up. Overall our attendance of 92.8 % is pleasing considering the impact of Covid only slightly below our attendance rates for the past 4 years.

## Behaviour support comment

At St Leonards our student behaviour support is underpinned by the principles of Restorative Justice. As a school, we have worked hard to build an understanding of functional behaviour analysis, trauma and pro-active strategies for students who struggle to manage themselves and need assistance. Our behaviour support practices are focussed on encouraging the use of restorative approaches to manage conflict and tensions, by focussing upon repairing harm and strengthening relationships. We continue to seek opportunities for our learners to participate in and be engaged with learner driven educational practices and student lead activities. Our data supports these methodologies having a significant positive effect on learner behaviour.

## Parent opinion survey summary

2021 pleasingly saw 155 respondents to the parent survey that was facilitated by the Department for education. Overall the responses were overwhelmingly positive and an improvement on 2020.

Some of the highlights from the parent survey included:

- 91% of respondents agreed or strongly agreed that people are respectful at St Leonards.
- 94% of respondents agreed or strongly agreed that teachers and students are respectful at St Leonards.
- 82% of respondents agreed or strongly agreed that the school communicated with the community.

Areas that we will focus our improvement agenda on will include.

- Improving feedback that we give parents and students that will help improve student learning.
- Improving learning tips for parents to help facilitate learning at home.

There were also some comments about the need to streamline our communication processes. We have started to address this feedback and will continue to refine our processes during 2022.

SeeSaw and Email will be used to communicate to our parent community. QKR will be used to collect forms and for payments. We will be using Sway to produce interactive newsletters.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	24	34.8%
OV - LEFT SA FOR OVERSEAS	1	1.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	40	58.0%
U - UNKNOWN	2	2.9%
VI - LEFT SA FOR VIC	1	1.4%
WA - LEFT SA FOR WA	1	1.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Processes are in place to ensure that all personnel, including volunteers, meet the Department for Education Criminal History Screening or Working with Children Check requirements. We have effective record keeping and full compliancy including:

- Sighting and recording clearance information on EDSAS
- Maintaining the accuracy of screening information on EDSAS
- Verifying the identity of first time visiting Department for Education employees
- Extensive register of our volunteers and robust induction processes exist

# 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	40
Post Graduate Qualifications	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	1.0	22.7	0.6	8.8
Persons	1	28	1	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$133,270
Grants: Commonwealth	\$129,066
Parent Contributions	\$263,722
Fund Raising	\$19,768
Other	\$149,895

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

## 2021 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 2021 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	Inclusive Education Coordinator role created to incorporate and fulfil the requirements of the Leader of Wellbeing and Engagement position.	Targeted social skills groups, parent support network, Zones of Regulation PD
	Improved outcomes for students with an additional language or dialect	0.4FTE teacher to track and monitor progress of EALD students and oversee wave 1 and wave 2 interventions for students needing additional learning support.	Levelling of each child completed. Students in need supported in small groups.
	Inclusive Education Support Program	Inclusive Education Coordinator role created to incorporate and fulfil the requirements of the Leader of Wellbeing and Engagement position.	One Plans implemented for all students with disabilities.
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	Macqlit program provided literacy intervention for students reading below expected standard, especially students with dyslexia. 0.2FTE Pedagogy coach, 0.4FTE Literacy coach, additional teacher salary to reduce Reception class sizes.	Significant reading improvement for children in Macqlit, improved reading with learners achieving SEA. JP learners tracked and monitored. Systematic support.
Program funding for all students	Australian Curriculum	Professional development for teachers of reading and writing, including the 7 Steps to Writing Success, Brightpath, phonics, phonological awareness, vocabulary.	Writing saw an improvement in the 2021 NAPLAN.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Used to reduce class sizes and employ SSO support	Extra Reception class teacher employed.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	High band learners tracked monitored and challenged via improved classroom pedagogy/formative assessment	increased number of learners retained in the higher bands

