



Eden Hills Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Eden Hills Primary School Number: 124

Partnership: Mitcham Hills

Name of School Principal:

Jason Munro

Name of Governing Council Chair:

Matthew Cheshire

Date of Endorsement:

School Context and Highlights

Eden Hills Primary School is a Category 7 school with an enrolment of 276 students. The students predominantly live within close proximity to the school however some families travel 20 minutes or more. We are located on the Belair Railway Line and have the Eden Hills Railway Station less than 150 metres from the main entrance to the school.

A new leadership team was appointed in 2016 which consisted of a Principal and Deputy Principal. The Principal was previously the Principal at Lockleys PS and the Deputy Principal had worked at Eden Hills prior to being appointed in another role. The leadership team expanded to include the business manager who was already at Eden Hills. This was a change from the established team of previous years, however it was one that worked extremely well together throughout the year.

The school was staffed with 10 classes, and had 3 specialist subjects in Japanese, Visual Arts and PE.

2016 was the schools centenary and a major celebration was held on Sunday 3rd July. A Centenary Committee was established and put the event together and a commemorative book was written, published and sold. The invited guests included the Mitcham Council Mayor, local Federal and State Members of Parliament and the Chief Education Officer for DECD. Over 500 people attended the event and it was an outstanding way to celebrate our Centenary.

On Saturday 29th October the award winning Bi-Annual Strawberry Fair was held. A dedicated committee of parent and staff volunteers coordinated and help run the fair. All classes were involved and further enhanced this event that is firmly entrenched in the calendar. The fair was an outstanding success with over \$53,000 taken overall.

A community and promotions position was created to involve as much of the community as possible into Eden Hills. The person in this role sat on both the Centenary and Strawberry Fair committees, introduced a breakfast club, ran our playgroup and was instrumental in the wellbeing of staff, students and parents.

Our students featured on Channel 9 News for NAPLAN online trials and Channel 10 News showcasing 21st Century Learning.

Our students were involved in the annual sports day at Belair National Park, Pedal Prix 6 hour and 24 hour events, Festival Choir, Volleyball Carnival, chess competition, SAPSASA events, cluster SRC, tree planting at Monarto and two students met the Premier of South Australia at the Premier's Reading Challenge ceremony held at the Adelaide Zoo.

Governing Council Report

The 2016 Governing Council has been well attended and has fulfilled all its requirements.

The Council has worked to achieve a range of improvements, and to deliver events and projects for Eden Hills Primary School. We have welcomed a new leadership team and worked with their new directions to preserve and build upon the school's established culture. Subcommittees for fundraising and community events have been established. The Strawberry Fair Community Event was successfully delivered in 2016 by the EHPS Strawberry Fair Committee.

Out of school sports organizations have been supported by the Council with funding and fundraising approvals.

The Governing Council has fulfilled its financial roles to approve the 2016 interim budget, revision of parent contributions and monitoring of school fee debts, including recovery and handling of bad debts.

A long-term problem of littering of the school grounds has been addressed, in concert with extra supervision with an altered lunch schedule.

The council approved a new starting time of 8:50am to bring supervised hours into line with staffed time, and approved all proposed pupil-free days of 2016.

The council has over-seen OHSC program with improved debt recovery, upgrading of facilities and reviews of vacation care program risk reports

2016 has been the Centenary Year of Eden Hills Primary School. The Governing Council has been involved in the planning and approval of the centenary projects and events.

A new site improvement plan has commenced with the new management team, and the council is involved in its creation and direction.

The council has discussed, reviewed and endorsed:

- The new Personal Mobile Device policy.
- A proposed Makerspace including planning and funding, and provided guidance for community inclusion.
- An application to continue the Chaplaincy Support Worker role.
- The new rules for the use of private providers in the schools.
- To continue the Breakfast Club program, initiated in 2016.

The results of the school survey of parents' perceptions and preferences have been discussed which has led to examining options to replace the IB program and for the school to provide pertinent information to parents about the current value of the program.

The school's policy for food at school, especially those items brought to be shared with other students is under ongoing review. Uniform rules have been discussed and some new guidelines determined.

Matthew Cheshire,
Chairperson.

Improvement Planning and Outcomes

As a new leadership team we wanted to get an understanding of the school, its ethos and the opinions of all stakeholders in the school community. Early in term 1 we created and distributed a detailed and open survey to all staff, students and parents about the things they valued, what they wanted to keep, changed, removed or added. Over half of the families in the school responded and the surveys varied. However, it gave us a great starting point.

As a staff we discussed the things that were sacred, the things that worked and the things that were missing. We discussed our responsibilities as educators in DECD, school improvement cycles, site self reviews and started to set up agreements on how we would operate as a site moving forward. Through this process we needed to review our current practices, write a new Site Improvement Plan, establish our 4 year Strategic Direction Plan, set school values and create a vision statement. We set a target of Early 2017 to have these completed.

We spent time during our Pupil Free Days interrogating and understanding historic and current data, investigating the notion of engagement vs compliance in the classroom, understanding and catering for intellectual stretch and adopting 21st Century teaching methodologies.

Through this interrogation we were able to clearly identify students and implement varying strategies for intervention in literacy, numeracy and wellbeing. We introduced and started to implement MiniLit, MaqLit, TooSmart and Fun Friends as intervention programs. We also placed a specific focus on learning intentions and STEM to hone in the achievement for students.

Through the review of our practices we identified the areas in our teaching and learning that were strengths and areas for further development. We assessed the balance of the Australian Curriculum and International Baccalaureate programs and how they complemented each other. We identified an imbalance and a need to possibly refine the International Baccalaureate approach to a consistent inquiry approach based on the Australian Curriculum.

During 2016 we investigated the Integration of STEM pedagogy in our classes. We planned a resourced approach to effectively introduce STEM throughout the school and started the work on this at the end of the year. The plan will be completed ready for implementation by mid term 1, 2017.

As a site our enrollments increased across the year with new families selecting Eden Hills as their school of choice because of the good things they hear about the school. Most of our new enrollments live outside of the immediate suburb.

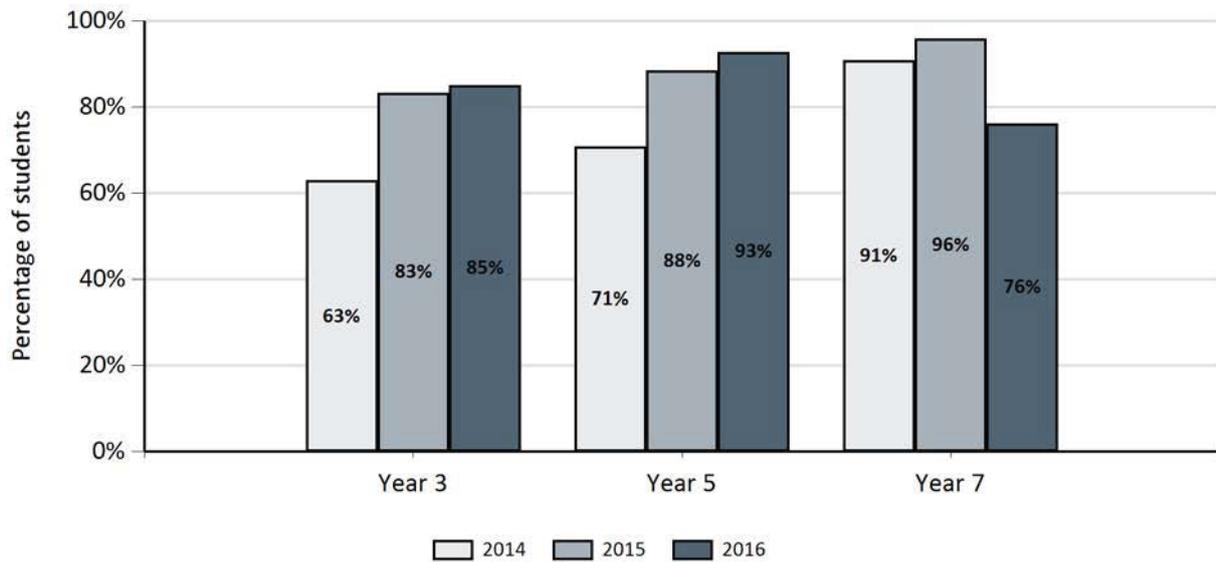
We feel confident that our school has the structures and programs to cater for all students in their range of abilities, academics, and socialization by careful assessment and tracking of data. We also believe we have extended the network to allow all families to feel welcome and be an active participant in our community

Performance Summary

NAPLAN Proficiency

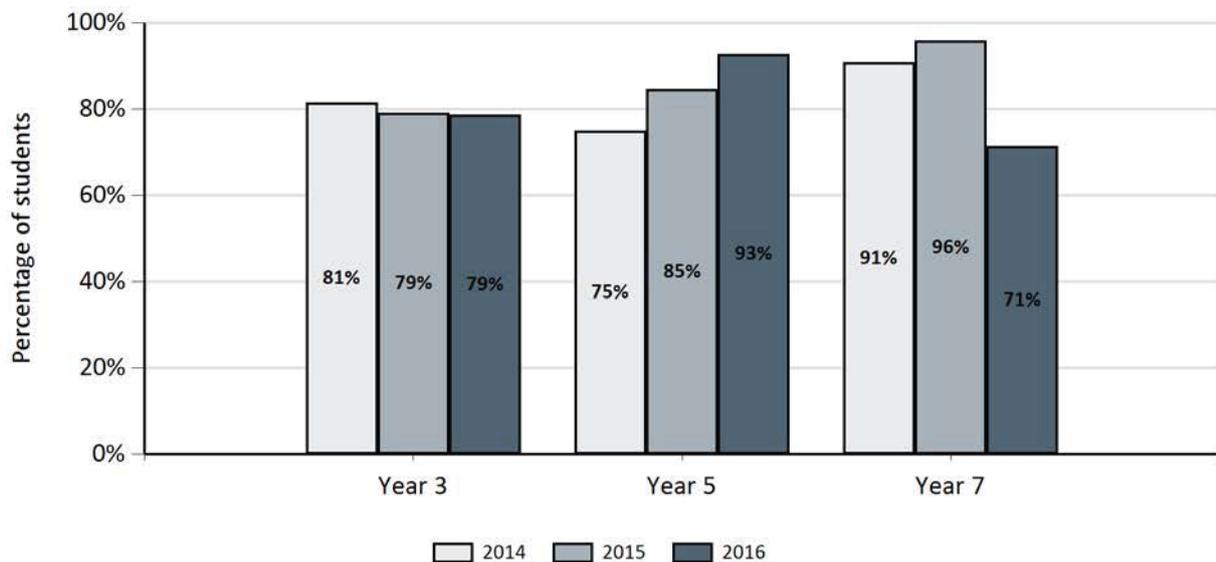
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	8%	24%	25%
Middle progress group	46%	41%	50%
Upper progress group	46%	35%	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	8%	29%	25%
Middle progress group	44%	59%	50%
Upper progress group	48%	12%	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	47	47	24	18	51%	38%
Year 3 2014-16 Average	40.7	40.7	19.7	14.0	48%	34%
Year 5 2016	28	28	16	9	57%	32%
Year 5 2014-16 Average	26.0	26.0	11.7	6.7	45%	26%
Year 7 2016	21	21	4	1	19%	5%
Year 7 2014-16 Average	22.3	22.3	6.7	4.3	30%	19%

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

As a leadership team and staff we spent considerable time looking at our data not only for 2016 but from 2008 where we had data figures to compare. We tracked the achievement data through cohorts of students in NAPLAN, PAT M, PAT R and Running Records. A very consistent pattern was evident, especially in the NAPLAN data.

Since 2008 our year 3 students' achievement scaled on the cusp of the lower upper band and upper middle band in all areas of NAPLAN. Since 2010 when cohort comparisons could be made; the year 5 data scaled in the middle bands and remained in the two middle bands for year 7. What we discovered was that there was little to no growth beyond the expected 100 scale score points from year 3 to year 5 and 50 scale score points from year 5 to year 7. Whilst we compare well to other DECD schools, a concerted focus on embedding skills, growth and intellectual stretch was identified.

Our 2016 data was consistent with the cohort data of previous years. We introduced a new data system called MARKiT to better track and interrogate individual data in all areas of learning. Through this we were able to clearly identify students who were not achieving benchmarks or who haven't progressed in their achievement. We are also able to identify students who are exceeding in their schooling.

We are able to better record and report in intervention programs, individual information appropriate to learning and also create a greater profile of the individual student over their school life.

We believe we have created a scope for students to have a greater say in their learning which has translated to positive attitudes and comments about their role in the school.

Attendance

Year level	2014	2015	2016
Reception	95.0%	91.6%	93.4%
Year 01	93.6%	93.7%	92.7%
Year 02	94.4%	94.5%	95.2%
Year 03	92.3%	92.4%	94.5%
Year 04	93.8%	94.4%	93.1%
Year 05	92.7%	92.2%	93.7%
Year 06	92.9%	92.5%	92.8%
Year 07	95.5%	92.6%	92.8%
Total	93.8%	93.1%	93.6%

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

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

Attendance Comment

Our student attendance has been stable over the last 3 years. In 2016, we had a 93.6% attendance rate. There was no discernible difference between gender or year levels, the year 2 cohort had the greatest attendance (1.6% over the school average).

We had 3 ATSI students and their combined attendance was 83.2% for the year. We worked closely with the families at the class and school level, and put in strategies to increase the attendance rate which is higher than would otherwise have been.

We have 3 identified students who had significant absences due to medical and social reasons.

Behaviour Management Comment

We have implemented a consistent approach to behaviour by ensuring that incidents are investigated thoroughly and dealt with on the day they occurred. Most of the behaviour has been managed within the classroom or yard however a number of incidents have been referred to leadership.

Our data reflects 6 incidents resulting in suspension, 3 incidents resulting in internal suspension, 2 incidents resulting in suspension pending exclusion and 1 exclusion to the Cowandilla Learning Centre.

As a staff we have discussed the consistent approach to behaviour management with a focus on engagement in classrooms to lessen behaviour issues. The vast majority of behaviour incidents stemmed from yard play. We have identified this as an area to address.

Client Opinion Summary

In 2016 an online Parent Opinion survey was sent to our school families. This is part of the national requirement to seek feedback from parents. 46 of a possible 184 families rated 14 questions on a 5 point scale ranging from strongly agree, agree, neither agree or disagree, disagree or strongly disagree. Results were again positive about all aspects of school life at Eden Hills Primary.

The highest levels of agreement were:

- 84% parents perceive their child feels safe at this Eden Hills Primary
- 86% of parents perceive the teachers at the school expect their child to do his or her best
- 86% of parents perceive that they can talk to their child's teacher about their concerns
- 88% of parents believe their child likes being at Eden Hills Primary
- 90% of parents felt that Eden Hills is well maintained

Lower levels of agreement exist with:

- 72% of parents perceiving Eden Hills manages behaviour well at the school
- 72% of parents perceiving that their child's learning needs are being met at the school

This data will be discussed with teachers and leadership to consider improvement opportunities for 2017.

In addition an online Staff Opinion Survey was sent to all teachers and staff. There were 17 respondents who were asked a series of questions about teaching and learning.

This was an extremely positive result with the highest perceptions held for

- Teachers at this school motivate students to learn (100% agreement)
- Teachers expect students to do their best (100% agreement)
- Staff are well supported at this school (100% agreement)

The lowest score with 82% agreement was Students behaviour is well managed at this school. The perception of staff about a range of issues is gathered through other processes built into staff meetings through teamwork and professional learning. This survey provides a snap shot in time that enables us to support a continuous improvement model.

Student Opinion Survey

Feedback from students was sought mid-year 2016 on perceptions of Learning at Eden Hills Primary. 71 students, Year 4-7 responded to 12 questions based on their engagement, teacher perception and learning opportunities. High scores reflected in the responses indicate success in teacher expectation of student learning, teacher motivation and student's positive disposition. Areas for teachers to consider are allowing greater student voice and more transparency in managing behaviour in the classroom.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	2.3%
Other	1	2.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	16.3%
Transfer to SA Govt School	33	76.7%
Unknown	1	2.3%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All of our History Screening checks were completed in line with DECD policy. A register of volunteers/staff of current history checks has been kept. All excursions are assessed and approved by the Principal and have a risk assessment completed. As part of the approval process, volunteers are required to be named and the history checks are assessed accordingly. We are reviewing our volunteer induction processes.

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	33
Post Graduate Qualifications	9

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	13.7	0.0	6.2
Persons	0	16	0	9

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

Financial Statement

Funding Source	Amount
Grants: State	\$2,515,149.40
Grants: Commonwealth	\$22,681.00
Parent Contributions	\$183,669.60
Fund Raising	\$63,109.18
Other	\$66,285.63

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	Staff training in programs such as Fun Friends, Play is the Way	Whole school approach to attending to behaviour.
	Improved Outcomes for Students with an Additional Language or Dialect	Teacher salary to work with students 1:1 and in small groups to assist their literacy skills.	Targeted language outcomes achieved in literacy. Improved EALD scales.
	Improved Outcomes for Students with Disabilities	The purchase of resources, training and support time.	NEPs were written with clear outcomes achieved
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		New programs have been introduced and implemented to cater for an R-7 approach to the Australian Curriculum.
Program Funding for all Students	Australian Curriculum	Staff planning days / moderation training / Maths and Literacy training	
	Aboriginal Languages Programs Initiatives	SSO Support	Transition programs implemented for our Aboriginal students from yr 7 to yr 8.
Other Discretionary Funding	Better Schools Funding	We purchased resources and training for reading R-7 and Spelling.	Lexiles implemented with a whole school reading program. 100% uptake in PRC
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	The money used for primary school counsellor was used to release leadership time from teaching, and employing a well being contact. We used funding to access professional counselling outside of school when needed.	Better assistance available to every family and student.