



# Athelstone School

## Athelstone School

### 2021 annual report to the community

Athelstone School Number: 0419

Partnership: Campbell

Signature

School principal:

Mrs Gyllian Godfrey

Governing council chair:

Kate Jones

Date of endorsement:

18 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Athelstone School is located in the child-friendly City of Campbelltown, near the foothills of the Mount Lofty Ranges between the River Torrens in the north and the Black Hill and Morialta Conservation parks to the south. This setting continues to locate our students in a green zone that complements our outdoor learning and a focus on taking care of our environment.

Unlike 2020 that was significantly impacted by the COVID-19 pandemic, 2021 saw an overall return to expected school routines for 447 students in 17 classes. A brief lockdown mid-year occurred with home learning for our R-7 community of learners. Teachers, students and parents/caregivers responded well and facilitated a successful continuity of learning.

Literacy was also celebrated in 2021 with a whole school inquiry into book publishing. This culminated in a virtual library of student authored stories and illustrations as a part of the annual SALA exhibition.

We continued to move our reading instruction practice forward with our junior primary teachers implementing Little Learners Love Literacy. This program supports our aim to deliver highly structured and explicit reading instruction. The end of the year results showed that these approaches are improving student learning outcomes in reading.

Student clubs also grew in 2021 with Verde (R-7 environment group) and Robotica (R-7 robotics group) contributing to the vibrant learning community at Athelstone School.

With support from our Governing Council we completed upgrades to the Springfield Adventure Playground with the removal and replacement of tired equipment with exciting new additions of a track-ride, climbing wall, rocker, in-ground trampoline, monkey and swing bars. We also upgraded the AV system in the hall. In addition, we received a substantial local maintenance grant, which was used to reduce damage and local flooding caused by storm water and improve landscaping in the amphitheatre area outside of the John Poole Hall.

We were fortunate to be able to hold our school sports day and return to the Rostrevor Baptist Church for Gala Night. The year ended on a high with our Children's University graduates celebrating their learning hours in Elder Hall and our WomAthelstone music festival. The final event for the year was the unique double graduation of year 6s and 7s with the year 6s as the first cohort of year 7s to enter high school in 2022 and the year 7s the final year 7 graduates in South Australian primary schools.

# Governing council report

Governing Council commenced 2021 with all members from the prior year continuing. Improving communication was the main focus, with council members and the school working together to improve and channel school and teacher into one main source – Seesaw. The parent survey, undertaken through the Department for Education, saw communication return our biggest result in improvement.

Each Governing Council subcommittee has played an important and significant role in providing information and recommendations to the Governing Council for action throughout 2021. We congratulate the OSHC team on meeting the national standards in each of the quality areas, Strategy & Asset with their recommendations on expenditure of the Department's local maintenance grant and work with SA Water to improve water access to the oval, the After School Sports Committee for management of an extensive sports program and the work of Parents and Friends in another COVID-19 impacted year.

In 2021, funds were primarily generated through initiatives driven by the Parents & Friends subcommittee, in addition to the School Enrichment Fund and connections with local businesses such as Rebel Sport, Scholastic and Drakes Community Dollars program. Allocation of spending for the year (\$5,700) included:

- artwork in the Gorge quadrangle
- nature play resources
- additional trees for the new green zone
- sand pit equipment
- nonfiction decodable books for the junior primary
- class novels for the upper primary
- indoor sensory pathway trial in Gorge building.

Rebel Sport funds of approximately \$1,100 were allocated to:

- giant games for play time in the school yard
- end of year raffle prizes
- portable soccer goals
- volley ball net for OSHC
- drink carriers for the school football team
- door raffle prizes for the sports presentation night.

Through careful monitoring, review and approval of school and OSHC budgets we were able to invest in the installation of new equipment for the Springfield Adventure Playground (funds allocated in 2020) and the allocation of funds towards the hall AV system upgrade.

As outgoing Chair I would like to thank the Governing Council and Athelstone School for their support and commitment to student engagement and achievement.

# Quality improvement planning

We are nearing the end of the first cycle of the Department for Education's 3 year school improvement planning processes. 2019-2021 goals were to improve R-2 reading achievement, improve reading and writing achievement R-7 with a focus on oral language and improve year 3-7 mathematics achievement. Our challenges of practice included improving on how we develop student phonological awareness, leveraging oral language as the foundational skill for reading and writing and with a focus on multiplicative thinking we would see the improvements we were seeking. Underpinning these goals have been the external school review directions that asked us to focus on effective evaluation of the impact of teaching and learning on student outcomes through collaborative review processes, strengthening teachers' capacity to design, implement and assess learning experiences that stretch students, and consolidate consistent and cohesive practices.

In 2021 teachers have worked more consistently in teams, with time-tabling of specialist subjects facilitating the opportunity for collaboration. R-7 professional learning communities focussed in on literacy, numeracy and inquiry to develop new learnings and to share practice. Working groups for school improvement, curriculum and innovation and wellbeing supported this work.

## Literacy

R-2 teachers continued from 2020 on the implementation of Heggerty Phonemic Awareness curriculum, 35-weeks of explicit daily phonemic awareness lessons. R-2 teachers implemented the Little Learners Love Literacy program. All junior primary staff participated in the 2 days of training in Week 0. Student progress was monitored through the year on the Little Learners Assessment of Reading. Our 2021 Running Records data showed 92% of our year 2s achieving at or above the SEA, an increase of 28% from 2018. Our Year 1s, unfortunately did experience an 11% decrease from 2020 (and 12% from 2018). We believe the disrupted learning from 2020 has played a significant role in this and given the success of the year 2s believe that the introduction of LLLL supported the closing of the gap, with most students experiencing 12 or more months of growth based on the LLLL assessments. We are continuing to focus on tracking basic early literacy skills through benchmarking with DIBELS. As a result of the actions we have taken over the last 3 years we are beginning to see a reduction in the number of students needing wave 2 reading intervention in years 3-7 and saw an increase in 2021 NAPLAN higher bands and SEA achievement in year 3 and 7 reading and higher bands achievement in 5 and 7 writing, with increases in SEA writing across all year levels taking NAPLAN.

## Numeracy

This continues to be an area of focus for us. In 2021 all staff participated in the Online Stanford University course - How to Learn Maths for Teachers with a focus on new pedagogical strategies, an understanding of high quality math tasks, questions to promote understanding and messages about maths. Teachers in years 5-6 used the new maths units with R-4 teachers building cohesion through the Top 10 maths resources. Results in maths continue to fluctuate and will be a focus for the 2022-2024 improvement cycle.

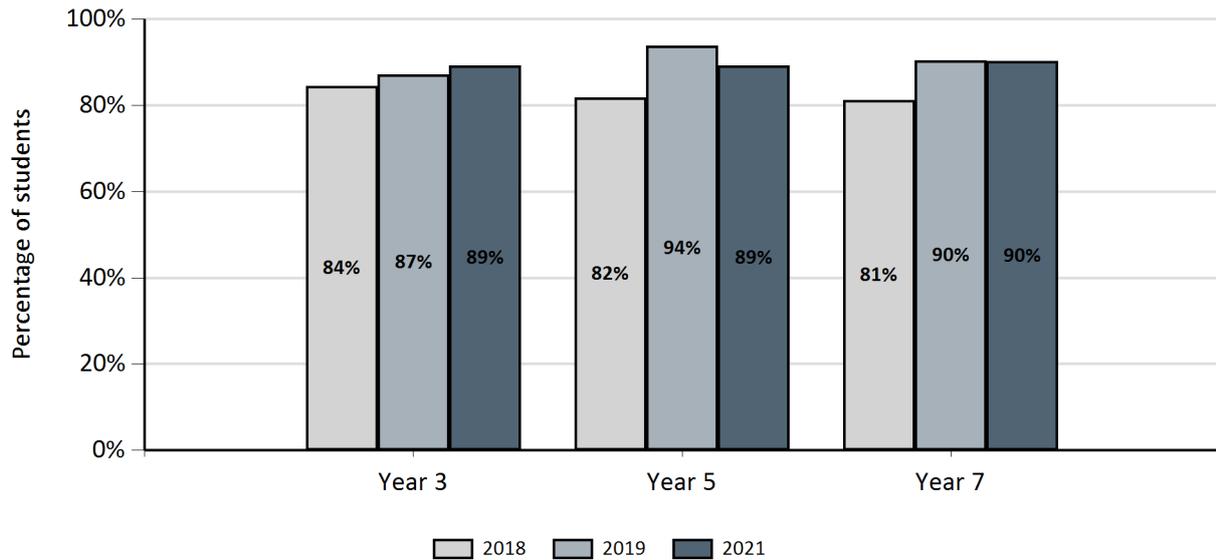
In both areas PAT benchmarking in September demonstrated gains made across the year with the percentage of students achieving the SEA the highest since 2017.

# 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

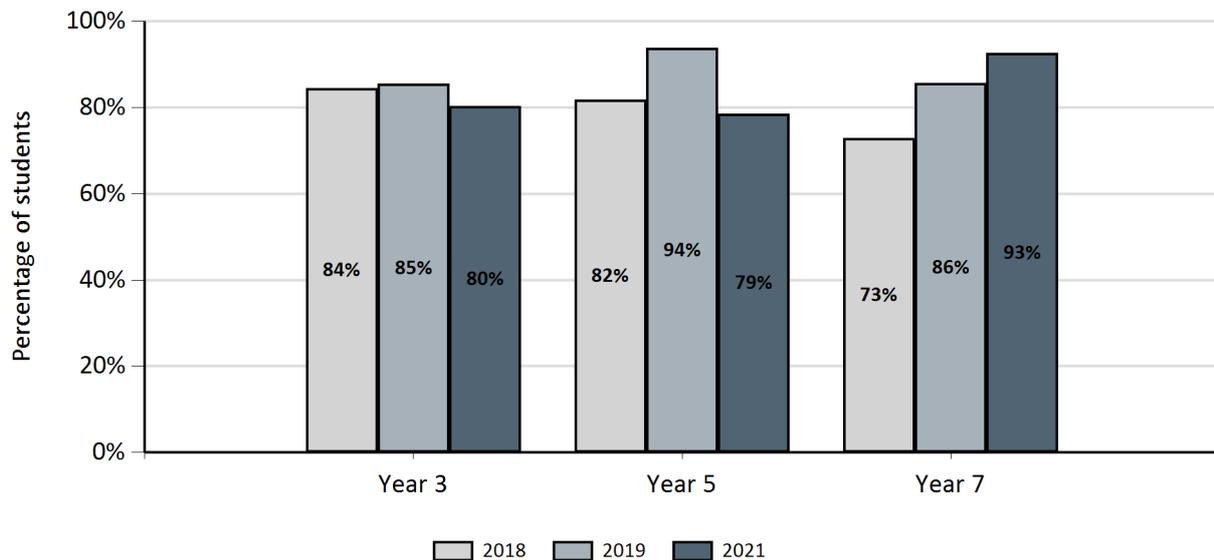


\*NOTE: No NAPLAN testing was conducted in 2020.

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	48%	34%	33%
Middle progress group	48%	42%	48%
Lower progress group	*	24%	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%	45%	33%
Middle progress group	44%	42%	48%
Lower progress group	25%	*	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	56	56	32	21	57%	38%
Year 3 2019-2021 Average	59.0	59.0	33.0	23.5	56%	40%
Year 5 2021	56	56	28	16	50%	29%
Year 5 2019-2021 Average	52.5	52.5	27.5	14.5	52%	28%

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

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

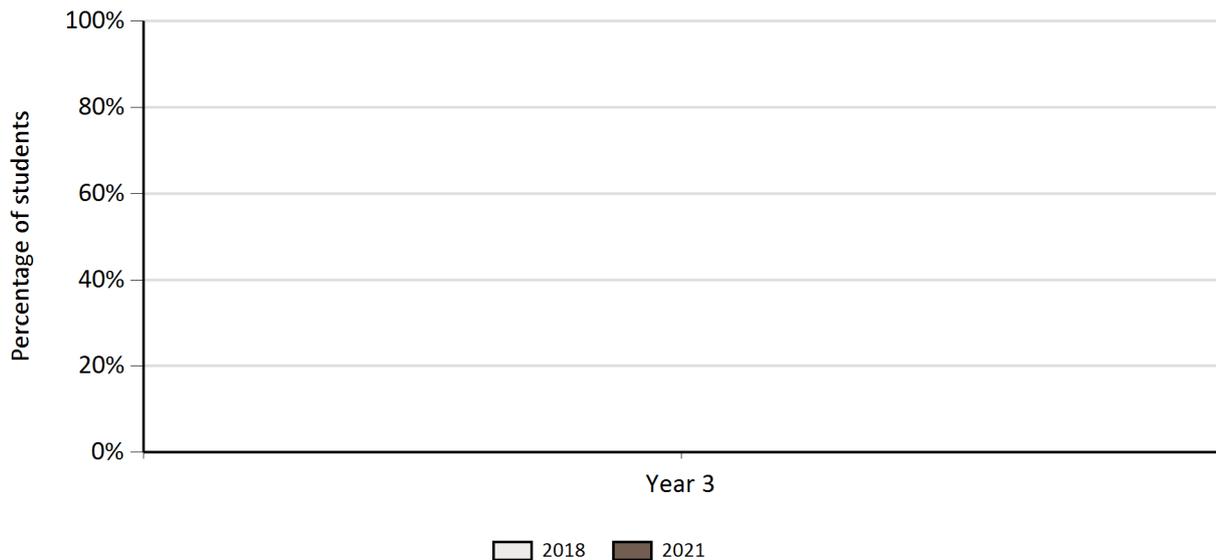
<sup>^</sup>includes absent and withdrawn students.

\*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



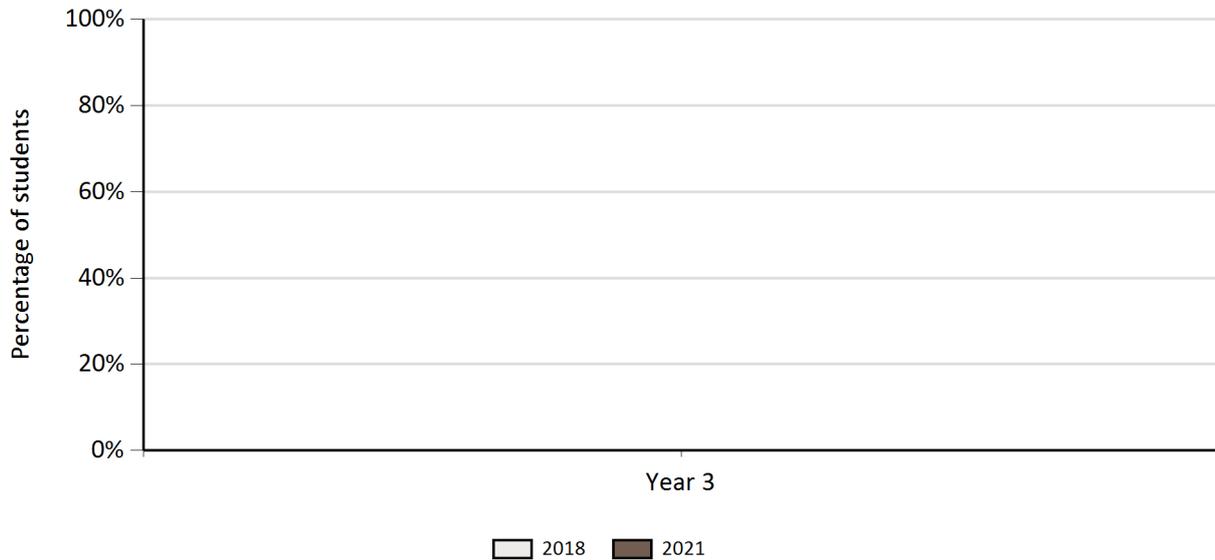
\*NOTE: No NAPLAN testing was conducted in 2020.

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  State (average)

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  State (average)

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: Data Informed Planning

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

Staff reviewed key element 1 in 2021 with a focus on how well as a school we collect and use the data for Aboriginal learners to target improvement. It is pleasing to note that the school improvement dashboard and achievement profiles are prominent tools for teachers to engage with improvement planning for all students, and supports them to easily identify and access the data for Aboriginal learners. Locally, we collect, track and monitor reading data through DIBELS which gives us timely information on reading strengths and areas for improvement as well as tools to monitor progress between benchmarking. This information ensures resources are targeted appropriately, there is early identification for intervention, and goals on the one-plan are relevant to what the student needs.

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

The information we have collected on Aboriginal learners and how we respond to it through resourcing and intervention has seen our Aboriginal learners achieve at the SEA for NAPLAN Reading and Numeracy and/or PAT- R and PAT-M this year.

# School performance comment

## Reading - Year 3

55 students sat the year 3 test in 2021. 45 achieved the SEA with 32 in the higher bands. There has been a slight increase this year in the number of students achieving the SEA and in the higher bands from 2019. This increase has broken a previous up and down pattern and sees our improvement trending upwards.

## Reading - Year 5

55 students sat the year 5 test in 2021. 50 students achieved the SEA, 28 in the higher bands. There was a decrease in the number of students achieving the SEA, and while still high, does reflect the number of students receiving additional literacy support. More students maintained their previous achievement, however less students were able to gain on their previous achievement.

## Reading - Year 7

40 students sat the year 7 test in 2021. 36 achieved the SEA with 14 achieving in the higher bands. While SEA remained at 90%, there was a 13% increase in students achieving in the higher bands. While the overall result was good, not as many students were able to maintain or increase on their year 5 achievement.

## PAT- R

93% of students (year 3-7) achieved the SEA on the PAT Reading assessment in September. In years 4-6 from 2020-2021 there was an average 7% increase on the previous years SEA and maintained achievement from year 6-7.

## Phonics Screening Check

65% of our year 1 students achieved the benchmark for the PSC. While this was a decrease from 2021, it was expected due to the disruptions to teaching and learning occurring locally as a result of COVID and staffing factors.

## Numeracy - Year 3

45/55 students achieved the SEA in numeracy, with a further 5 just below SEA. 21 students achieved in the higher bands. A targeted intervention program planned from 2022 is expected to move students not achieving the SEA in year 3 to achieving the SEA or higher when they complete the NAPLAN in year 5.

## Numeracy - Year 5

44/55 students achieved the SEA in numeracy, with 16 achieving in the higher bands. This was a significant decrease from 2019, however by September, 51 students attained the SEA in the PAT-M assessments.

## Numeracy - Year 7

38/40 students achieved the SEA, with 18 achieving in the higher bands. This was significantly higher than in 2019, and maintained from their year 5 high performance. Progress was well over the state average in the upper progress group.

## PAT-M

92% of students (year 3-7) achieved the SEA on the PAT Mathematics assessment in September. There were large gains from the previous year for students in years 5 and 7. With some smaller gains in the other year levels.

# Attendance

Year level	2018	2019	2020	2021
Reception	95.6%	94.2%	93.3%	95.5%
Year 1	95.3%	94.3%	93.9%	96.1%
Year 2	95.5%	95.1%	93.7%	94.3%
Year 3	95.1%	93.6%	94.9%	94.2%
Year 4	94.2%	92.6%	93.7%	94.8%
Year 5	92.6%	93.4%	93.1%	94.9%
Year 6	93.6%	92.8%	94.9%	92.6%
Year 7	94.0%	90.7%	92.4%	93.5%
Total	94.6%	93.5%	93.8%	94.5%

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

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

## Attendance comment

In 2021, our overall attendance was 94.5%, returning to the attendance rate of 2018 and above the 2020 percentage of 93.8%. This was pleasing given the ongoing impact of COVID-19 within our community. Attendance is supported through our policy that makes clear the expectations of attendance and newsletter information encouraging strong attendance and the links between attendance, positive wellbeing and positive academic learning outcomes. There are clear processes for staff to follow up on unexplained absences with most being explained within 3 days of the absence. SMS and Seesaw continue to be used for tracking and monitoring student absences.

## Behaviour support comment

In 2021 we tracked behaviour using the Sentral LMS. This resulted in 331 incidents being recorded by staff against 96 students. Rough play, incidents of peer aggression, and insolence were among the incidents recorded by staff. 18 incidents were escalated as they involved actual violence, serious threats of violence or significantly impacted the safety and wellbeing of others and resulted in further consequences - 8 take home incidents, 5 internal suspensions, 5 external suspensions. 4 claims of bullying were investigated and resolved, 2 originating from online behaviour outside of school. The school behaviour policy was reviewed by the staff wellbeing working group in 2021 and a new policy drafted with a focus on developing positive behaviours and restorative practices. Final revisions and consultation with the school community will take place in 2022.

## Parent opinion survey summary

2021 is the second year that the Department for Education has conducted the Parent Survey in order to directly engage with parents/caregivers about their perceptions of the school. In 2021 149 people responded to the Parent Survey compared to 142 in 2020. Four areas achieved significant positive gains in perception. The first, 'receives enough communication'. Significant work on improving communication occurred across the year with most school communication being distributed through Seesaw - the basis of our classroom communication. This improved by 15 points. Next, and related to the first is the improvement in 'school communicates effectively' with a 10 point increase. The third area of improvement was parents/caregivers expressing that their child has a good home learning routine. This became a focus in 2020 as parents managed home or hybrid learning during the year. Finally, increasing by 12 points was the perception that the school was providing learning tips. Areas highlighted for further improvement include parents receiving more information on the standard of work expected and how parents can have more input into the learning.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	16	28.6%
QL - LEFT SA FOR QLD	3	5.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	36	64.3%
U - UNKNOWN	1	1.8%

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

Athelstone School is compliant with the Department for Education relevant history screening checks provided through the Department of Human Services (DHS). All volunteers are required to complete the following:

- A volunteer application form
- Working With Children Check (WWCC)
- Responding to Risks of Harm, Abuse and Neglect (RHHAN-EC)
- Volunteer Inductions

Front office staff maintain a spreadsheet listing all current approved volunteers. Volunteers are contacted via email when their clearance is nearing expiry and advised of the steps required to renew their application. Volunteer information is regularly updated through the school newsletter.

# 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	47
Post Graduate Qualifications	11

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	0.0	26.4	0.0	9.0
Persons	0	32	0	12

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

## Financial statement

Funding Source	Amount
Grants: State	\$6,200
Grants: Commonwealth	\$11,328
Parent Contributions	\$288,285
Fund Raising	\$13,287
Other	\$135,155

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	A Band 2 leader supported wellbeing initiatives. They actively supported the Pastoral Care Worker and Mental Health Social worker to provide a wellbeing hub of services to families. They led a team to redevelop policy.	Increased use of families using the hub for additional support.
	Improved outcomes for students with an additional language or dialect	An EAL/D teacher was employed 0.6 FTE to support students eligible for EALD support. Additional staff were released to support moderation of writing samples.	LEAP levels were improved and information used to inform next levels of support.
	Inclusive Education Support Program	IESP category support funding was used to employ SSOs to support identified students to achieve one-plan goals . Release time was provided to teachers to review One-Plans or support IESP funding applications.	Reviews indicated that many students had achieved their goals.
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	The IESP grant, literacy and numeracy grant (including early years) funding was used to implement, resource and staff the intervention (wave 2) programs minilit and maqlit, including professional development for teachers and SSOs. Funding was able to support students with assistive technology software and items to support interoception.	Highest level to date of year 1 and 2 students achieving reading benchmarks. Aboriginal learners achieving SEA in literacy and numeracy assessments.
Program funding for all students	Australian Curriculum	Australian curriculum was supported teacher professional development in inquiry. Facilitated attendance at Kaurua Cultural sessions and our outdoor learning programs.	Whole school book publishing inquiry exhibition. Monitoring of A-E grades.
Other discretionary funding	Aboriginal languages programs Initiatives	No funding allocated.	Not applicable.
	Better schools funding	The funding has been used to build workplace capacity, implement intervention programs; support students to achieve individual learning goals and to support learning outcomes for disadvantaged students.	Improvement in student assessment data.
	Specialist school reporting (as required)	No funding allocated.	Not applicable.
	Improved outcomes for gifted students	No funding allocated.	Not applicable.

