



Angle Vale Primary School

Angle Vale Primary School

2022 annual report to the community

Angle Vale Primary School Number: 255

Partnership: Peachey

Signature

School principal:

Mrs Sharon Rich

Governing council chair:

Ms Wendy McDonnell

Date of endorsement:

8 March 2023



Government
of South Australia
Department for Education

Context and highlights

Angle Vale Primary School is located 14 kms west of Gawler and 35 kms north of Adelaide. The Northern Expressway now makes Adelaide and the Barossa Valley easily accessible to Angle Vale residents.

Angle Vale is a rapidly growing community with extensive new housing developments. This resulted in a rapid increase of young families moving into the area. Due to this Angle Vale Primary School was zoned in 2018, only accepting siblings out of zone. It is evident that Angle Vale Primary School is unable to accommodate the families moving into the area therefore the Department for Education established a new school in Angle Vale. Riverbanks College which officially opened in this year and is a birth to 12 school. Riverbanks College and Angle Vale Primary share the same primary school zone.

The 2022 Leadership Team consisted of Sharon Rich Principal, Alex Stokoe Deputy Principal, Emily Barr Assistant Principal, Nina Gerardis Pedagogical Change Coordinator and Jenny Attewell Literacy Intervention Coordinator R-7. Other staff includes 26 FTE teachers, 16 School Support Officers involved in classrooms support, intervention, administration, Library, ICT support, Aboriginal Community Education Officer and Grounds.

Our enrolments in 2022 were 387 students Reception-Yr 7. The majority of students are of English speaking background with 17 students participating in the English as an Additional Language/Dialect (EALD) program, 19 students are Aboriginal or Torres Strait Islanders, 105 students are school cardholders and 33 students receiving IESP funding.

Our values of honesty, confidence, respect and resilience are embedded in the school culture. Angle Vale Primary School has a broad range of teaching and learning programs. These include the specialist subjects of Science, LOTE Italian, PE, HASS and The Arts. Extra curricula programs include Choir and SAPSASA.

Governing council report

I would like to thank the members of the Governing Council for their time and commitment in Supporting and Managing our school. The Fundraising Members for their commitment and dedication to fund raising efforts during the year, namely the Mother's and Father's Day Stalls and Cookie Dough Drive.

Camp Australia continue to run OSHC for AVPS. They have run a successful "Rocketeers" vacation care program, with engaging activities and excursions. OSHC has reported an increase in families using this program.

Lisa continues to promote the Performing Arts through the school, spending endless hours coordinating various performances throughout the year including a 2 day Choir Festival for the northern area and Angle Vale Retirement Garden Christmas performance.

In an attempt to entice a number of new members for next year, it was decided that we could use incentives. It was agreed that members of the Governing Council can attend School events such as the Disco. Membership of Governing Council has been publicized via sms "dojo", newsletter and promoted to new parents as they enroll their children.

Thank you to all the parents and carers who volunteer their time to help the school and our children.

This is my final year as Chair Person of the Governing Council and I would like to thank the committee members and AVPS staff for their support throughout the year. I wish everyone a wonderful year in 2023.

Wendy McDonnell
Chair Person

Quality improvement planning

This year has again seen a reading intervention program within the school. Approximately 100 children accessed the program; 60 Primary students and 40 Junior Primary students. Of these 40 Junior Primary students, 22 worked 3 times per week 1:4 with an SSO, 8 worked 3 times per week 1:1 with an SSO and 10 worked in a small group daily with the Literacy Coordinator. This approach produced excellent reading growth for every student. The program involved multi-sensory learning through an Orton-Gillingham approach to teaching systematic synthetic phonics. It also involved targeted phonological awareness intervention.

84% of our year 1 students passed the Phonics Screening Test. PAT Reading achievements against the SEA showed year 3 achievement 75%, year 4 - 71%, year 5 - 72%, year 6 - 75%. NAPLAN year 3 achievement against the SEA 79%, year 5 - 80%.

This year saw less Junior Primary students requiring intervention and we were able to offer extension for 6 of our high Reception students which involved consolidating known graphemes and extending their writing. Spelling Mastery was implemented site wide to ensure all students can encode, which leads to the ability to decode. This program resulted in growth for every student. NAPLAN year 3 achievement against the SEA 85% and year 5 – 92.5%. Spelling Mastery will continue to be implemented across the site in 2023, with students in the High Bands in NAPLAN in year 5 to be in an extended etymology group.

PAT Maths achievements against the SEA showed a 76% achievement for year 1, 69% achievement for year 2, 88% achievement for year 3, 82% achievement for year 4, 76% achievement for year 5 and 86% achievement for year 6.

In terms 1 & 2 educators across our site continued their training in Multisensory Multiplication & Division and Fraction training through Maths Australia, where we learned how to effectively teach students the basic skills of Maths using manipulatives in a clear, explicit way. Teachers worked together in PLC teams to trial this new learning in their classrooms, with amazing results in student understanding and retention. In term 4, the Numeracy Coordinator, as well as 2 other members of staff attended a Multisensory Maths training, run by Ron Yoshimoto.

Our continued focus over the last three years in the implementation of daily reviews in Maths lessons has shown an improvement in retention and working memory. Teachers from years 2 – 6 implemented a program called Maths Mastery, which builds on student skills, fluency and automaticity of basic concepts covered in Maths, by freeing up working memory, as skills are repeated daily. Students are also able to monitor and track their own growth in their workbook.

This year, all staff were trained in using the platform Essential Assessment. This platform has a focus on formative and summative assessments in Maths. Teachers were trained on our term 3 Pupil Free Day and observed the trainers deliver lessons the following day. All staff were shown how to set tests, analyse data, set goals for students and track progress, as well as closely monitoring areas of improvement through My Numeracy. This platform will continue to be used in 2023.

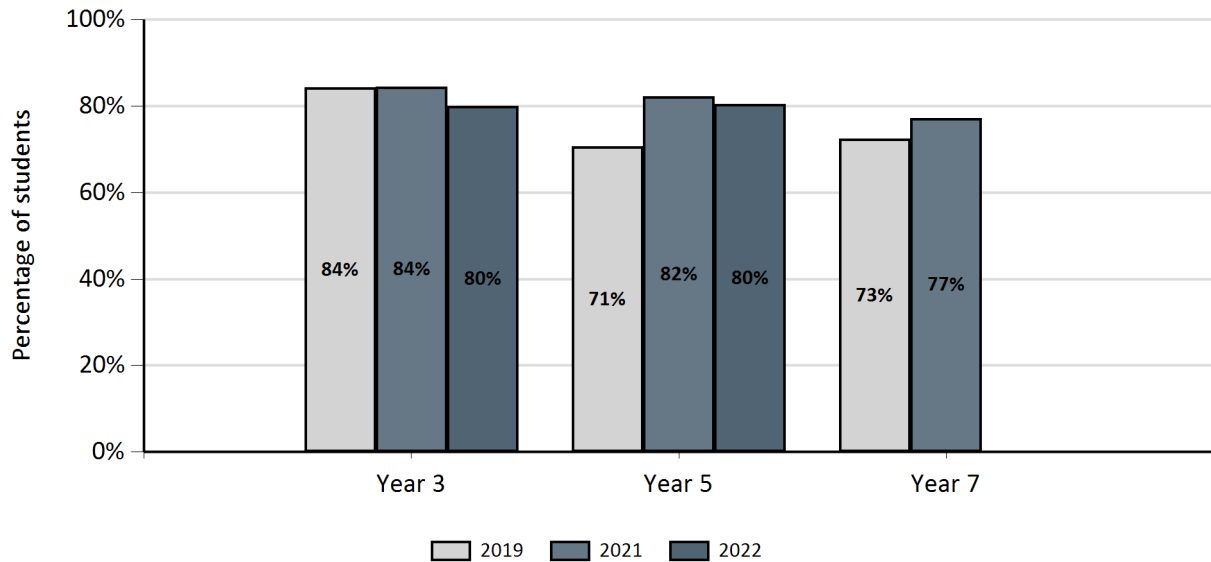
Teachers continued to work together in PLC teams this year to further extend their teaching practice and use formative assessment strategies to track student growth. Our 2022 focus saw our continued work in EDI (Explicit Direct Instruction) as well as setting up expectations for students to participate and engage fully during lessons, through our engagement norms. Leaders were further trained in how to coach teachers, to ensure consistency across our site. This will continue into 2023.

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

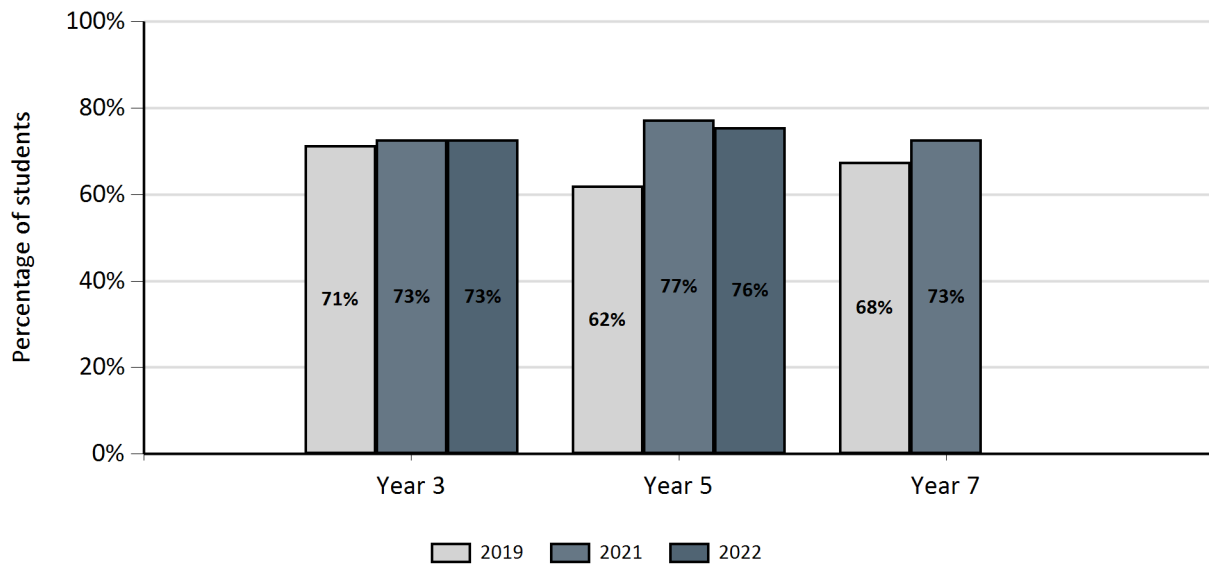


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	55	55	17	12	31%	22%
Year 03 2021-2022 Average	66.0	66.0	21.5	9.5	33%	14%
Year 05 2022	82	82	20	8	24%	10%
Year 05 2021-2022 Average	72.0	72.0	22.0	7.0	31%	10%
Year 07 2021-2022 Average	44.0	44.0	9.0	9.0	20%	20%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

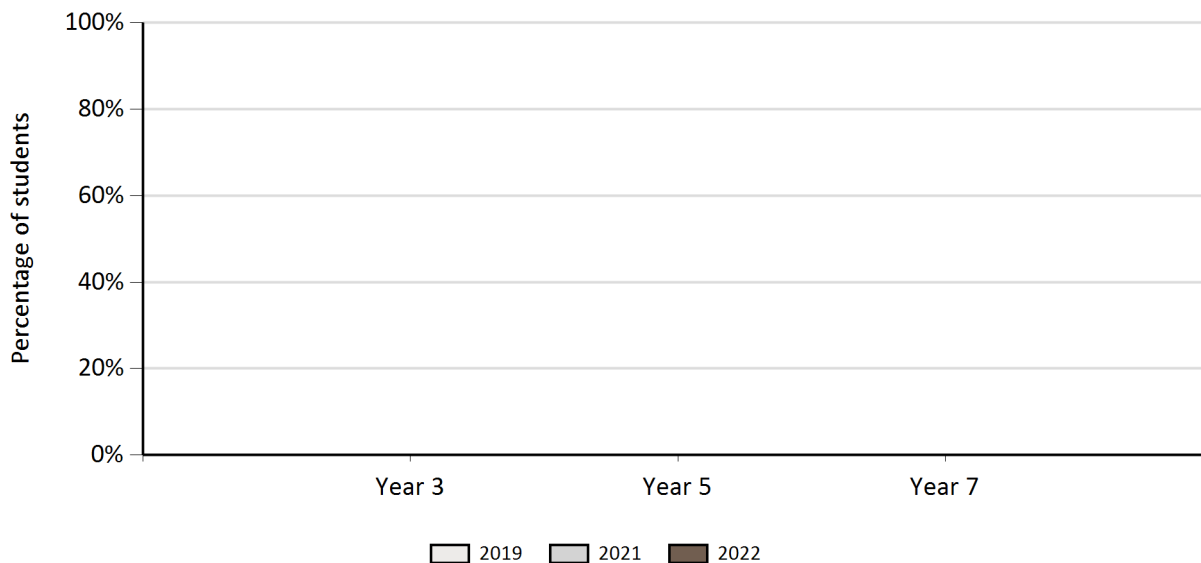
[^]includes absent and withdrawn students.

*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



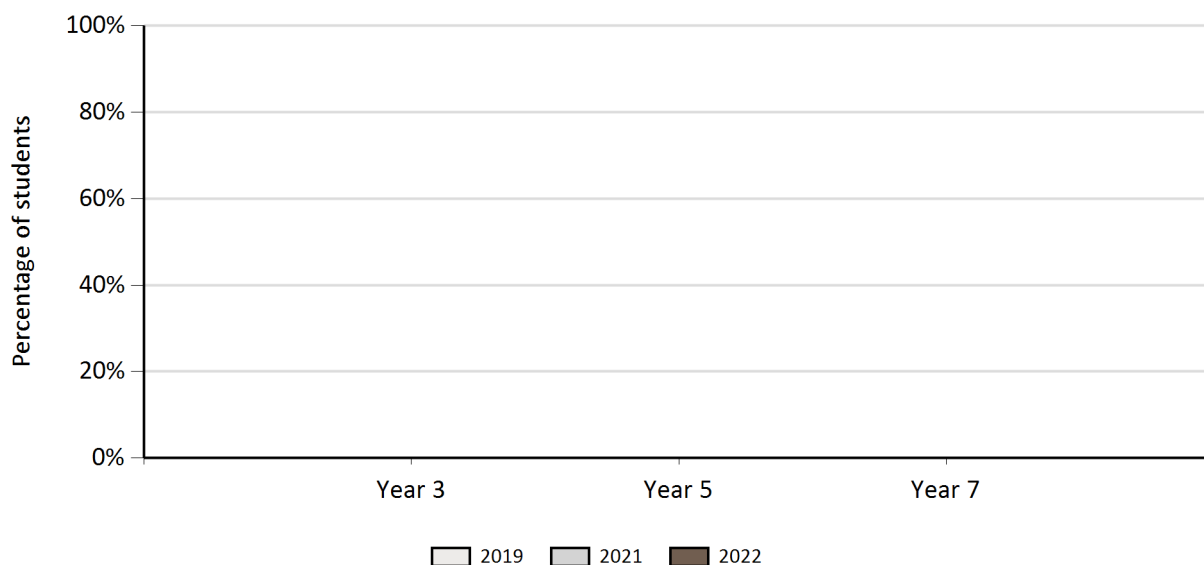
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Engaging Families

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

Our team has been focusing on Engaging families through developing communication and sharing of information. Our School Open night saw a number of Indigenous and Non-Indigenous families visit the "Nunga" room and engage with our Aboriginal Communication Education Officer (ACEO) and or Aboriginal Education Teacher (AET). Our AET and ACEO have also worked closely with the Junior Primary classes focusing on Identity and building an understanding of Aboriginal Culture. They helped to upskill our indigenous students so they could share and present their culture with their classmates, as part of our HASS program. This allowed our team to work with the students to build their own knowledge and understanding of culture as well as focusing on their literacy skills in order to present this information to their peers, written reports, posters and oral presentations.

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

Our team, worked alongside the classroom teachers, to identify areas of individual growth in both literacy and numeracy for our Indigenous students. Areas to develop were discovered by working closely with the classroom teacher and coordinators analysing student data. The focus for one of our year 5 students was on targeting her fluency skills. Our Year 6 Indigenous students were supported to run for school captain. They were supported to write and deliver speeches in front of their classmates and peers. This resulted in an Aboriginal student being elected to our school student leadership team. Our Team individually track and monitor their student's growth, tracking students from reception to year 6.

School performance comment

Year 3: NAPLAN results in Numeracy indicate 94% of our students at or above national Minimum Standard (NMS) with 23% achieving in the top bands. NAPLAN results in Grammar indicate 98% of our students achieving at or above NMS with 34% achieving in the top bands. NAPLAN results in Reading indicate 93% of our students achieving or above NMS with 31% in the top bands. NAPLAN Spelling indicates 92% of our students achieving NMS and 46% achieving in the top bands this is a result of NAPLAN results in writing indicate 93% of students achieving at or above NMS with 27% in the top bands.

Year 5: NAPLAN results in Reading indicate 96% of students achieving or above NMS with 25% achieving in the High bands. NAPLAN results in Grammar indicate 98% of students achieving or above NMS and 17% achieving in the high bands. NAPLAN results in Spelling indicate 100% achieving or above NMS with 35% in the top bands. Year 5 Numeracy indicates 96% of students achieving or above the NMS with 28% in the top bands. NAPLAN results in writing indicate 95% of students achieving at or above NMS with 34% achieving in the high bands. Unable to track student growth due to no NAPLAN in 2020.

Spelling Results have been analysed by staff and it has highlighted the effectiveness of Spelling Mastery being implemented across the site to ensure students can encode, leading to their ability to decode. Spelling Mastery will continue to be implemented across the site in 2023. Teachers continued to work together in PLCs to plan and implement daily reviews.

A targeted team of teachers trialled the Writing Revolution in 2022, which showed an increase in students comprehension abilities. All teachers will be trained in the Writing Revolution in in Term1 and 2 of 2023.

PAT Maths achievements against the SEA showed a 76% achievement for year 1, 69% achievement for year 2, 88% achievement for year 3, 82% achievement for year 4, 76% achievement for year 5 and 86% achievement for year 6.

Our continued focus over the last three years in the implementation of daily reviews in Maths lessons has shown an improvement in retention and working memory. Teachers from years 2 – 6 implemented a program called Maths Mastery, which builds on student skills, fluency and automaticity of basic concepts covered in Maths, by freeing up working memory, as skills are repeated daily. Students are also able to monitor and track their own growth in their workbook.

84% of our year 1 students passed the Phonics Screening Test. PAT Reading achievements against the SEA showed year 3 achievement 75%, year 4 - 71%, year 5 - 72%, year 6 - 75%. NAPLAN year 3 achievement against the SEA 79%, year 5 - 80%.

Student reports showed that a majority of our students, 63% sit at a "C" grade, 15% achieved a higher grade, 4% fell below a "C". 18% of our students did not receive a grade as indicated on their One Plan or due to receptions not getting graded on their reports, receptions were recorded against their effort.

The School Leadership Team attended Instructional Leadership training, with a focus on classroom observations. This is to build the leadership team's ability to provide interactive and real time coaching based on Explicit Direct Instruction (EDI). The focus in 2023 during classroom observations/ walkthroughs will be on Student engagement.

Attendance

Year level	2019	2020	2021	2022
Reception	93.8%	91.1%	90.7%	88.9%
Year 1	93.0%	92.4%	91.9%	83.8%
Year 2	94.1%	90.9%	92.0%	88.6%
Year 3	93.7%	92.5%	91.4%	87.0%
Year 4	91.7%	91.3%	93.4%	85.2%
Year 5	93.4%	90.0%	92.7%	85.8%
Year 6	92.0%	90.4%	91.9%	82.5%
Year 7	90.5%	86.8%	90.3%	N/A
Total	93.0%	91.0%	91.9%	85.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our Average Daily Attendance for 2022 is 87%. Attendance is strongest in the Junior Primary classes where we average 89%, attendance reduces as the year level increases, and this is where we see more Family and Social reasons for student's absences. This year has seen an almost doubled number of students absent due to illness.

Teachers create a dynamic learning environment that supports attendance and student engagement. Daily Rolls are taken electronically using "Sentral" Rec – 7, teachers diligently monitor and track student attendance. Families are contacted to follow up on all unexplained absences as well as late arrivals and early departures. Teachers refer attendance concerns or identified patterns of attendance to the leadership team for further support and intervention. A number of student attendance matters have been followed up on site as well as referrals being made to the Social work duty line.

Behaviour support comment

The staff at Angle Vale Primary School have embedded Anti-Bullying as part of our whole school focus. The following actions were taken: information presented at Governing Council, explicit teaching of our school values, Professional Development, What's the Buzz introduced Rec to Year 7 as a site focus for Terms 1 and 2, celebration of Reconciliation and Harmony Day, collection of data through surveys and all incidents followed up through restorative practices and recorded onto EDSAS. Social Work Students run lunchtime activities for targeted student and encourage other students to engage in play with an adult close by. Staff also set up activities at break times to engage students to reduce the number of behaviour issues in the yard. We held an indoor soccer competition as well as a dance program, both of these programs were well attended by students.

We have seen a decrease in the number of suspensions from previous years, 24 suspensions this year 3.5% of our student population down from 5.4% last year. No students were excluded in 2022. However there has been a slight increase in take homes 2.5%, 4 more students than in 2021.

Parent opinion survey summary

The 2022 School Parent engagement Survey was completed by 19% of our families, 78 parent responses from the 397 students enrolled at the time. Our survey results were very similar to other category 5 schools and did not show much change from our 2021 results.

The survey indicated that 57% of responses felt that the school provides a respectful environment for their children, where they are valued and communication is effective. 22% of responses did not express an opinion the school climate.

Parent preferred Communication channels are similar to the 2021 results with families preferring to use apps such as class dojo and Skoolbag, a number of parents preferred to communicate via email, events at school and phone calls were the least preferred form of communication. Parent teacher interviews were still considered important, this year we held a combination of face to face and over the phone, this allowed greater flexibility for working parent/caregivers.

51% of responses indicated that the school meet their children's learning needs, 23% did not agree or disagree. This will need to be an area we need to explore further in 2023 to ensure families are kept better informed and have an understanding of what we are doing as a school and how we support student growth.

Parent responses indicated that 95% of families discussed their child's learning at home. However 18% indicated that they would like more help with their child's learning.

82% of responses indicated that education is important to their child's future, but looking ahead 72% felt it's too early to tell what pathway their child will take when leaving school.

It is important to remember that this survey only reflects a small proportion of our families as 81% did not complete this survey. In 2023 we need to look at ways to encourage a better participation, this would provide more accurate data to work with.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	23.1%
QL - LEFT SA FOR QLD	1	7.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	69.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Angle Vale Primary School complies with the DfE's Relevant History Screening (Working with Children's Checks) and RRHAN-EC training, which is documented on the department's website. All employees, external students, third party providers and volunteers are required to have a current Working with Children Check (WWCC). Documentation is sited and a copy held before access to our site is allowed.

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	43
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	29.0	1.8	15.3
Persons	0	32	2	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$4,405,420
Grants: Commonwealth	\$0
Parent Contributions	\$113,332
Fund Raising	\$8,454
Other	\$93,977

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

2022 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 2022 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	Smaller class sizes allowed for greater engagement and individual support for students. Each class received 3 hours of SSO time to support students that did not meet the criteria for additional funding. The Interoception room was accessed by students on a regular basis.	Reduction in behavioural incidents and increased engagement in class, due to targeted students being able to better self-regulate.
	Improved outcomes for students with an additional language or dialect	Funding was used to employ a teacher to oversee the learning needs of our EALD students. The teacher worked one on one with students as well as supporting their class teacher.	Testing indicates that our students no longer require additional support.
	Inclusive Education Support Program	All students identified to receive IESP funding were provided with either SSO classroom support or small group supporting targeting their specified needs as identified in their funding application and recorded on their One Plans.	Students worked towards the goals set in their One Plans. Reduction in yard issues, increased classroom engagement and growth in reading.
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	This funding was used to support the appointment of a 1.0 Literacy Coordinator and 0.4 Teaching and Learning Coordinator. Both coordinators worked across the school supporting students Rec-6. The literacy Coordinator continued to work with SSO and teachers to implement and utilise a sound wall, Multi-Sensory learning, Articulation, Oral language and Phonological awareness for receptions, Phonics and Reading for Year 1 and 2. Reading intervention for students in Year 3-6. Whole staff worked on using our school Grapheme and Morpheme mapping tool. The teaching and Learning Coordinator focused on upskilling staff on Explicit Direct Instruction.	Over 60 students attended Primary Intervention sessions, run three times a week. These students on average made the equivalent of a year's growth.
Program funding for all students	Australian Curriculum	Focus on developing staff skills to interrogate data, to set learning intentions, success criteria and give feedback to students to achieve growth, with an Explicit Direct Instruction (EDI) approach. Consistent whole school data collection and a continued focus on the Science of Reading.	Develop a consistent whole school approach.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	The appointment of a Literacy and Teaching and Learning Coordinators, to support students Rec to Year 6. Release for whole school data collection and testing to identify individual student needs.	Students in the intervention program made on average a year's growth in reading.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

